

---

# SPRING 1986 Course Guide

---

# HAMPSHIRE

# College

Amherst, MA  
01002

---

## Contents

---

REGISTRATION INFORMATION	2
CURRICULUM STATEMENTS, COURSE LISTINGS, AND COURSE DESCRIPTIONS	
SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE	3
SCHOOL OF HUMANITIES AND ARTS	10
SCHOOL OF NATURAL SCIENCE	24
SCHOOL OF SOCIAL SCIENCE	31
DIVISION III INTEGRATIVES	37
SPECIAL PROGRAMS	
BUSINESS AND SOCIETY	38
COMPUTER STUDIES	39
EDUCATION STUDIES	39
FEMINIST STUDIES	40
FOREIGN LANGUAGES	40
LAW PROGRAM	41
THIRD WORLD STUDIES	41
WRITING/READING PROGRAM	41
OUTDOORS PROGRAM	42
RECREATIONAL ATHLETICS	44
FIVE COLLEGE OFFERINGS	48
FACULTY BIOGRAPHIES	51
SCHEDULE OF CLASSES	60
CAMPUS MAP	59

---

## Calendar

---

Students Arrive	Sun. Jan. 26
New Students Program	Sun.-Tues. Jan. 26-28
Matriculation	Mon. Jan. 27
Course Interview Day	Tues. Jan. 28
Classes Begin	Wed. Jan. 29
Course Selection Period	Wed.-Fri. Jan. 29-Feb 7
Five College Add Deadline	Fri. Feb. 14
Admissions Open House	Mon. Feb. 17
Spring Break	Sat.-Sun. Mar 15-23
Decision Week	Fri.-Fri. Apr. 11-18
Five College Pre- registration/Advising	Mon.-Fri. Apr. 14-18
Advising/Exam Day	Thurs. Apr. 17
Admissions Open House	Sat. Apr. 19
Last Day of Classes	Fri. May 9
Exam Period	Mon.-Fri. May 12-16
Commencement	Sat. May 17

---

Please note: A supplement to this Course Guide will be issued at matriculation in January, listing all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.

# Courses of Instruction

Hampshire College courses are divided into three levels. 100 (Exploratory) and 200 (Foundation) level courses are open to all students. 300 (Advanced) level courses, designed primarily for upper division students, require previous background. Briefly course levels are explained as follows:

- 100 Exploratory courses (often seminars) designed to introduce students to the conceptual tools necessary to college work in general and the Hampshire examination process in particular. Besides providing specific subject content, these courses emphasize individual attention to students' needs and interests, engage them directly in the excitement of learning, and allow opportunity for close faculty teaching and evaluation of students' skills and preparation.
- 200 Foundational courses whose subject matter is needed by students in any division. These can be "skills courses" (statistics, computer programming, or dance techniques); they can be general surveys or introduction-to-the-field courses, designed to convey a large body of information fairly quickly (e.g., introduction to economics); they can be "foundational" in that they present the combination of skills and concepts which are literally prerequisite to any further work in the area (e.g., Film or Photo I); or they can be designed to cover a body of central theories or methodologies.
- 300 Advanced seminars and courses which are taught on an advanced level and presume some background of experience and knowledge on the part of the student.

## Registration

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold lotteries the first day of classes; others will either have sign-up sheets or interviews, as specified. Some faculty may be available before classes start; however, all faculty will have office hours posted for interviews (where enrollment is limited) before the beginning of classes.

After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. You will be required to list the classes on a form to be signed by your advisor. You must submit this form to Central Records by Monday, February 10. They will use these forms to produce your individual schedules, as well as the class lists for faculty.

## NOTES:

Five College Interchange applications for registration in courses at the other four institutions are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course. The deadline for filing interchange applications is Friday, February 14. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook and it is your responsibility to be aware of them.

Independent Study Forms are available at Central Records. They should be completed by Monday, February 10, 1985.

**IF YOU HAVE ANY QUESTIONS REGARDING THIS PROCEDURE, PLEASE CONTACT CENTRAL RECORDS, EXTENSION 421.**

## NOTE TO FIVE COLLEGE STUDENTS:

Hampshire College courses have different enrollment procedures depending on instructor and course. All students should refer to the schedule of class meeting times to find the method of enrollment for a particular course. Courses with open enrollment do not require permission of the instructor.

A grade option will be offered to interchange students unless otherwise noted in the course description. Interchange students should discuss this with the instructor during the first week of class.

Although Five College students may participate in lotteries, they are still responsible for filing the Five College Interchange form at their own school.

## Statement on Affirmative Action

Hampshire College reaffirms publicly its moral and legal commitment to a policy of equal opportunity in education and employment.

Hampshire College does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, sexual preference, age, veteran status, or handicap in the admission of students, administration of its educational policies, scholarship and loan programs, and athletic and other college-administered programs.

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All employment policies and decisions are made without regard to sex, race, color, religion, national or ethnic origin, sexual preference, age, veteran status, or handicap.

2

Hampshire College reaffirms its commitment to all applicable state and federal laws.

# Communications & Cognitive Science

## Curriculum Statement

Communications and cognitive science are fields of inquiry that address some very old questions in new ways. The School brings together psychologists, computer specialists, linguists, philosophers, and experts in mass communications. We are teachers and scholars who are not customarily organized into a single academic department or division, nor do we neatly fit together into any one of Hampshire's other multidisciplinary Schools. Rather, CCS represents a new and different cut on the intellectual enterprise: we are especially concerned with the nature of knowledge and information in general.

Cognitive science is the systematic study of knowledge and information as it is represented and used in the mind. Cognitive scientists are therefore deeply interested in language, memory, the nature of belief and emotion, the relationship between minds and brains, and minds and machines. Learning and education are of central concern: how do we acquire knowledge, both as children and as adults? Cognitive scientists believe that there is much to be learned about the mind by examining the general nature of information processing, especially as it is found in contemporary computing machines. But the overall goal may be said to be an attempt at understanding the nature of the human being as a "knowing" organism.

The field of communications focuses on knowledge and information on a larger scale than the individual mind--it is concerned with the production and control of information in society at large. Communications specialists explore the ways in which the form and content of the mass media shape our beliefs; they are interested in the effects that media and information technology (such as printing, radio, television, or the computer) have affected our lives, our educations, and our human nature. Some of our communications faculty are deeply and directly involved in the production of the media--the School has special strengths in television production, both in documentary and studio formats. Others are more generally concerned with the wide range of intellectual questions that surround the production of the media: Who controls the media? What should public policy be regarding issues like public access to cable television? How would we know if television incites children toward violence, or causes them to read less or less well?

The School of Communications and Cognitive Science is actively involved in the College-wide Computer Studies program, and the computer is the focus of many of our curricular activities. Within cognitive science we are interested in the nature of machine, or artificial, intelligence, as well as the light that can be shed on mental processing if we think of the mind as similar to a computer in at least some fundamental ways. Within communications the computer plays a central role in the social transmission and storage of information; it is a vital part of new technologies like interactive cable. Fi-

nally, a number of our faculty are concerned with the formal nature of computer languages, the teaching of programming, and the broader social and intellectual implications of the current revolution in computer usage.

Courses numbered from 100 through 149 are seminars organized around special topics. They provide a focused introduction to basic methods and assumptions and a close look at how particular problems and issues are handled by cognitive scientists and communications specialists. They typically involve significant analytic work in the form of extensive writing, laboratory work, and the like. The courses are designed to help students get projects under way which, when completed, will satisfy the examination-based Division I requirement in CCS.

Courses numbered from 150 through 199 are introductory courses intended for students looking for a broad overview of a field. They typically cover a wider range of material, have higher enrollments, and place less emphasis on writing, discussion, and independent inquiry than do the lower 100-level courses.

Courses from 200 through 299 normally require some background or particular skills and may have formal prerequisites; courses labeled 300 and upwards are advanced courses that require considerable prior work.

In order to pass the Division I requirement in CCS under the course-based option, the student must satisfactorily complete one seminar at the 100-149 level, and one additional course at any level (100, 200 or 300) that is not specifically excluded from satisfying the requirement. Excluded courses are marked with an asterisk (\*) in the Course Guide.

## List of Courses

### 100 LEVEL

AUTISM CCS 113	Cooney
FIELD METHODS IN LINGUISTICS CCS 115	Feinstein
IMAGES OF WOMEN IN POPULAR CULTURE CCS 131	Douglas
VISUAL LITERACY AND MEDIA CRITICISM CCS 142	Jones
THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY CCS 145	Stillings
THEORY OF LANGUAGE II CCS 164	Weisler
FILM/TV--GENRE IN HISTORY: THE POLITICS OF STYLE CCS 172	Braderman
INTRODUCTION TO COMPUTER SCIENCE: PART I, PROGRAMMING IN PASCAL CCS 175	Muller
A HISTORY OF THE PRESS IN THE UNITED STATES CCS 199	Kerr

## 200 LEVEL

MEDIA ANALYSIS: THE THIRD WORLD IN THE UNITED STATES MEDIA CCS 204	DuBois Mahoney
DIRECTING AND ACTING FOR STAGE AND SCREEN* CCS 209	Jones
IDEALISM AND REALISM: METAPHYSICAL AND EPISTEMOLOGICAL PROBLEMS CCS 223/HA 223	Garfield Lyon
COGNITIVE DEVELOPMENT CCS 239	Cooney
INTRODUCTION TO ARTIFICIAL INTELLIGENCE II CCS 244	Garfield
DEVELOPMENTAL PSYCHOLOGY LABORATORY CCS 269	Roth
WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY CCS 270	Stillings
NEW INFORMATION TECHNOLOGY AND WORK IN THE INFORMATION ECONOMY. CCS 271	Mahoney
PARENT-INFANT COMMUNICATION CCS 280	Roth
ETHICS: SOME CONTEMPORARY INVESTIGATIONS CCS 285	Witherspoon
<u>300 LEVEL</u>	
VIDEO PRODUCTION SEMINAR* CCS 306	Braderman
TRUTH AND MEANING CCS 325	Weisler
INTERACTIVE COMPUTER GRAPHICS WORKSHOP* CCS 326	C. Miller
DIGITAL SOUND SYNTHESIS WORKGROUP* CCS 327	D. Warner
THE ORIGINS OF MASS CULTURE CCS 328	Douglas
PHOTOGRAPHY: PHILOSOPHICAL AND CRITICAL ISSUES* CCS 342	Witherspoon

## Course Descriptions

CCS 113 AUTISM

Ellen Cooney

Autism is one of the best known but least understood childhood disorders. Starting at an early age, its symptoms include serious difficulty in understanding and producing language, unusual responses to stimuli, and resistance to change. Perhaps the best known symptom is the extreme aloofness and social withdrawal of the autistic child. Most young autistic children act as

though other people do not exist. They rarely look straight at you, do not put their arms around you when picked up, and seem generally cut off in a world of their own. Although first described over thirty years ago, the underlying causes of autism are still unknown. Much research is being done, and there are various types of educational strategies for teaching such children.

In this course we will learn what is known about autism and read and discuss the research under way. We will also learn about and evaluate the effectiveness of various educational strategies. Readings will include case studies of autistic children and theoretical and empirical literature. The course is designed for beginning students. The class will meet twice a week for one and one-half hours. Enrollment is open.

CCS 115 FIELD METHODS IN LINGUISTICS

Mark Feinstein

Like any other working scientist, the linguist needs to collect data and analyze it. Sometimes there are data already available in the form of dictionaries or tapes made by others. But one of the most satisfying and exciting ways of doing linguistics is to amass the data yourself. Often this will involve working with a native speaker of a completely unfamiliar language. In this course we will attempt to uncover interesting properties of the sound system, syntax, and semantics of such a language, by working directly with a native informant. Students will learn to use audio recording equipment, sound spectrum analyzers, and related tools of linguistic analysis. The particular language to be analyzed will be Zulu, a Bantu language of southern Africa with several million speakers. Students will be expected to work in small groups on particular aspects of the grammar, and to present their findings as a final written project that is likely to satisfy the CCS Division I examination requirement.

Enrollment is open. No background in linguistics is expected; we will learn the tools, techniques, and theory as we go. Class will meet for one and one-half hours twice a week.

CCS 131 IMAGES OF WOMEN IN POPULAR CULTURE

Susan Douglas

This course will examine the various images of women in American popular culture and how they have changed. These images will be juxtaposed against the changing social conditions of women's lives in the twentieth century: except for a few unusual periods, such as World War II, there has been a striking dissonance between image and daily life. What effect does the mythology of blissful and protected femininity have on the American woman? What behavioral prescriptions have the media exhorted women to follow? What penalties have awaited those who did not conform? What additional burdens have these images imposed on the black woman?

Students will encounter these images at first-hand in a variety of media ranging from radio and television programs to popular magazines and books which describe the "ideal woman" and give her advice. Readings will be drawn from such works as *Out of the Kitchen-Into the War*

by Susan B. Anthony II; From Reverence to Rape by Molly Haskell; Hearth and Home edited by Ruchman et al.; and Gender Advertisements by Erving Goffman.

The course will meet twice a week for one and one-half hours each session; regular class participation and a series of short papers will be expected. Enrollment is limited to 20 by permission of the instructor at the first class meeting.

CCS 142 VISUAL LITERACY AND MEDIA CRITICISM

Gregory Jones

"The illiterate of the future will be ignorant of pen and camera alike."--Moholy-Nagy

This course will help students develop a critical vocabulary and methodology for evaluating "how images mean." It will also explore each student's creative potential for designing visual messages and program concepts. Visual literacy will be learned in a developmental progression from aesthetic critiques of single photographic images, to synesthetic evaluations of image and sound sequences, to structural analyses of moving images in film and television productions. Media criticism will be learned through a comparative approach where similar program content will be evaluated in the format of a book, television program, and film production. The conclusion of the course will be devoted to demonstrations of each student's creative application of visual literacy and media criticism as s/he develops program treatments, scripts, storyboards, and/or slide shows for public presentation.

Class will meet twice a week for two hours each time. Enrollment limit is 25 by instructor permission and a lottery if necessary. Please complete and submit a course registration form prior to the beginning of the term; forms will be available outside of FPH G-16. Students who registered for the fall section of this course and were not admitted will have first priority in getting into this spring section.

CCS 145 THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY

Neil Stillings

The study of consciousness and the postulation of unconscious mental processes is a major theme in psychology. This course provides an intensive introduction to psychology through the study of some of the theories and research areas that have been concerned with the conscious and unconscious mind: Freudian theory; the nature of emotions and states of consciousness, e.g., sleep and hypnosis; unconscious cognitive processes in perception, memory, and creativity; the relation between our attitudes and actual social behavior; and questions about the nature of consciousness and its relation to the self.

Class meetings will consist mainly of discussion of the readings. Occasional brief writing exercises will be assigned and a term paper on one of the topics in the course is required. Class will meet twice a week for one and one-half hours each time. Enrollment limit is 20 by instructor permission.

CCS 164 THEORY OF LANGUAGE II

Steven Weisler

Given the ease with which we put our thoughts into language and are understood by others, the connection between sound and meaning must be mediated by a powerful systematic set of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety of novelty of the messages required in human life. We are no more aware of these principles than we are of the mechanisms that underly the digestion and metabolism of the food we eat. Many contemporary linguists believe that language, like metabolism, is a biological capacity whose properties must be uncovered by careful scientific investigation. Linguistics is the science whose task it is to understand and explain those properties of language.

This will be a two-semester intensive introduction to the theory of generative grammar. In the fall semester we will focus on phonology and morphology (the study of linguistic sound patterns and principles of word formation, respectively). In the spring the course will center on syntax (the study of principles of sentence formation) and semantics (the investigation of meaning). Students are strongly urged to plan on taking both courses.

There will be extensive reading and frequent short assignments in linguistic analysis. By the end of the second semester, students will be expected to complete a major project in phonology, morphology, syntax or semantics that may be presented in satisfaction of the CCS Division I requirement. Class will meet two times a week for two hours each time. Enrollment is open.

CCS 172 FILM/TV--GENRE IN HISTORY: THE POLITICS OF STYLE

Joan Brademan

This course will focus on the notion of genre in film/media culture. Building a working definition of how genres work historically, we will look at dominant contemporary genres such as action and melodrama, examining the two media comparatively in terms of the production process, the economics of the industry, formal attributes, and "consumption set-up." Through repeated screenings, lecture, discussion, and reading, we will analyze individual works from several genres, tracing salient historical trajectories in which American political and popular culture are in the kind of tension from which the particularly perverse and excessive (and most "popular") American genres emerge; viz--film noir in the postwar McCarthy period, prime-time soap opera in the age of Reagan.

We will try to answer questions such as how desire is engaged in very different audiences by the specific mechanisms of cinema. We use methods which range from a psychoanalytic account of spectatorship to an ideological examination of politically marked absences and substitutions operated by narrative structuring. Basic skills in the formal analysis of film/TV texts will be offered as stylistic patterns are traced through a variety of historical and economic contexts for production.

Among filmmakers to be studied are: Fuller,

Sirk, Godard, Lang, Hitchcock, Ulmer, Lupino, Rainer, Welles, Von Trotta, Fassbinder. (This sample includes filmic responses to Hollywood from critical cinemas.) The class will meet once a week for three and one-half hours. Enrollment is limited to 25 by permission of the instructor.

CCS 175 INTRODUCTION TO COMPUTER SCIENCE:  
PART I, PROGRAMMING IN PASCAL

Richard Muller

This course is the first of a two-course sequence which lays the foundation for concentration in computer studies and provides a background in computer science for those whose concentration will be in other fields. Topics will include the representation of information in computing systems, the design of computer algorithms, and the implementation of algorithms in the Pascal programming language.

There are no formal prerequisites for this course. However, prior experience as a user of computers will help in the initial stages of the course. Evaluation will be based on homework assignments, two shorter tests, and a final examination. Class will meet three times a week for one and one-half hours each time. Enrollment limit is 30 on a first-come basis.

CCS 199 A HISTORY OF THE PRESS IN  
THE UNITED STATES

David Kerr

In this course we will explore the role of the press in the United States in communicating events, values, and patterns of behavior to the American public. This will not be a strict "chronology" course. Rather, through topic development, we will try to achieve some synthesis between the history of the press as a social institution and the social fabric of which it is a part. For this reason American history concentrators are particularly encouraged to consider this course as a means of understanding the role of the press in a developing America.

Some concerns have characterized the American press since its inception. We propose to study a few of them in accordance with the topic orientation to the course. We will trace such subjects as: press freedom and the law, ethics and professionalism, the press and labor, foreign correspondents and war reporting, sensationalism, the business of news, muckraking, and the press and the Presidents. We will also spend some time looking at the continuing struggle of the alternative press movement in the United States.

There will be two research papers required in the course. A few short exercises will also be assigned. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 204 MEDIA ANALYSIS: THE THIRD WORLD  
IN THE UNITED STATES MEDIA

David DuBois\* and Eileen Mahoney

This course examines the coverage given Third World peoples and developments in Third World nations in the United States media. Critical reading of, and response to, the United States

media are the major objectives of this course. The definitions of "news," "objectivity," and "Third World" utilized in the United States media will be scrutinized, as will the structures of ownership and control characteristic of the media industry in the United States. Linkages between Third World and poor peoples in the national and international community will be explored through an analysis of the selection and presentation of the United States media attention focused on and at them.

Course requirements will include substantial reading (including The New York Times, Time, The Daily News, and Schiller's The Mind Managers); several short critical essays; and active participation in class discussion. The class will meet once a week for three hours. Enrollment is open.

\*Professor DuBois is a Visiting Lecturer in Afro-American Studies and Journalism at the University of Massachusetts.

CCS 209 DIRECTING AND ACTING FOR  
STAGE AND SCREEN\*

Gregory Jones

This course is designed for students who intend to pursue video and/or dramatic production as part of their Division II or III programs of study. Eight directors and eight actors will be enrolled in the course. Everyone will serve in crew positions and be expected to pass competency examinations administered by the Communication Services staff. In addition to seven hours of class on Wednesdays and Fridays from 2:00 to 5:30, students will be expected to attend television studio rehearsals from 3:30 to 5:30 on Tuesdays and Thursdays.

Production projects will be primarily narrative in nature, and attention will be given to the adaptation process from stage to screen. Class exercises will include textual analyses and production treatments; blocking, light, and set plots; directing and acting scenework; scripting and storyboarding; and written critiques of video, film, and dramatic performances. Actors will have the opportunity of selecting and producing dramatic scenes for themselves, and each director will have the responsibility of shooting and editing a resume tape for at least one actor in the course. Texts will include Television Production: Disciplines and Techniques (Burrows and Wood), Acting for the Camera (Barr), and Play Directing: Analysis, Communication, and Style (Hodge). Students must provide their own videotapes.

Students enrolling in this course are expected to have had previous experience in directing or acting for stage or screen. The selection process for this course will be complex and will require preparation in the form of an acting audition or a directing exercise. Enrollment and audition procedures along with a registration form may be picked up in the CCS office (FPH G-1) between December 10 and January 28. Please return your registration form to my mailbox in FPH G-1 before the course interview day. Enrollment limit is 16 by instructor permission and audition.

Jay Garfield and Richard Lyon

Idealism, in its philosophical sense, is the view that mind and spiritual values are fundamental in the world as a whole. Thus, idealism is opposed to naturalism, that is, to the view that mind and spiritual values have emerged from, or are reducible to, material things and processes. Philosophical idealism is also opposed to realism...and is thus the denial of the common-sense realist view that material things exist independently of being perceived.

H. B. Acton  
Encyclopedia of Philosophy

This course will involve the careful study of writings by three of the greatest Western philosophers in the idealist tradition: Immanuel Kant, Arthur Schopenhauer, and the early Ludwig Wittgenstein, as well as the reaction to this tradition embedded in the work of Friedrich Nietzsche. Our primary concern will be with their metaphysics and epistemology, but we will also consider their ethical and aesthetic positions. Although we will be concerned with working out in scholarly and articulate ways the actual positions and arguments of these philosophers, our approach will be informed by the realist-idealist controversy as it presently engages the attention of the professional philosophical community.

Students will be expected to write three polished papers, two of short-to-medium length, and the last longer and suitable for inclusion in a Division II portfolio. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20 with instructor permission.

CCS 239 COGNITIVE DEVELOPMENT

Ellen Cooney

What develops? When? How do we know? Are we sure? Although many people assume that infants are born with an intellectual "blank slate" ready to be randomly filled in by the environment, recent research has documented an impressive variety of competencies at birth: the infant's senses are all functioning, they have preferences for certain types of stimulation, and there is even some evidence of pre-birth learning. Despite this, the mental functioning of an infant is vastly different from that of the young child. In two or three short years, children have made incredible advances in representing, conceptualizing, and controlling their world. Similar developmental progress is evident in comparisons of preschoolers' belief in magical causes for physical realities and the school-aged children's ability to use logical principles.

This course will examine changing patterns of thinking and learning characteristics of infancy and childhood. We will study both what changes and what the underlying cause for these changes seem to be, in addition to this general survey of cognitive development. Implications for childrearing and education as well as issues of research design and methodology will be included. The class will meet twice a week for one and one-half hours. Enrollment is open.

CCS 244 INTRODUCTION TO ARTIFICIAL  
INTELLIGENCE II

Jay Garfield

This course will be an introduction to work in artificial intelligence and to such areas as knowledge representation, machine problem solving, and natural language processing. The course will include programming in the LISP language. Prerequisites: At least one course in cognitive science and competence in computer programming (LISP preferred).

The class will meet for two hours once a week. An additional two-hour LISP programming component will be scheduled by consultation with class members. Enrollment is open to all meeting the prerequisites.

CCS 269 DEVELOPMENTAL PSYCHOLOGY LABORATORY

Priscilla Roth

Designing experiments in developmental psychology is particularly challenging because the subject population is rather unique: preverbal infants cannot tell psychologists what they know or perceive, and preschool children still cannot read or write. Young children think and reason differently from adults, and may interpret the language you use with them differently from what you intend. Furthermore, your "subjects" may not share your enthusiasm for research. Infants tend to fall asleep during experiments, and preschoolers who find your task too difficult suddenly may want to play a different game. However, using appropriate (and sometimes ingenious) research methods with infants and young children, psychologists have learned more in the past fifteen years of developmental research than was ever before known.

This course will include an introduction to research methods and will review types of research design appropriate for use with young children. The first laboratory assignment will be to gather systematic observational data and to write a brief research report summarizing the data. The second assignment is to design and conduct your own experiment. Reading for the course will include selected research articles demonstrating various research methods and library research on the topic of your study.

The course will meet twice a week for one and one-half hours each time. Students are expected to have taken a course in child development or developmental psychology before enrolling. Enrollment is limited to 12, with consent of the instructor.

CCS 270 WORKINGS OF THE MIND: THE  
PSYCHOLOGY LABORATORY

Neil Stillings

Collecting new data is one of the great pleasures and challenges in psychology. Reading about psychological research conveys very little of the excitement or the craft involved in doing psychological experiments. Each student in this course does an original experiment. I will show you some of the craft, share some of my interests, and help you get started on your experiment. The course will make use of Hampshire's psychology and cognitive science laboratories located in

Franklin Patterson Hall. The laboratories are equipped with a number of instruments, including Apple and CompuPro computers, that can support a wide range of research.

This course is a prerequisite for admission to graduate school in psychology. The course is also recommended for students in the other social and cognitive sciences and for students in computer science who are interested in artificial intelligence or human factors in software engineering. Class will meet twice a week for one and one-half hours each time. Enrollment limit is 12 by instructor permission.

CCS 271 NEW INFORMATION TECHNOLOGY AND WORK  
IN THE INFORMATION ECONOMY

Eileen Mahoney

This course examines what may be expected--in terms of employment opportunities, gender roles in the labor force, working conditions, and distribution of resources--from emerging economic arrangements based on new information technology. Does the development of an "Information Economy" based on new information technology (in the U.S. and other western market economies) signal a fundamental transformation of economic practices and relations? What effect will developments in these economies have on the international division of labor and the international community? Whose criteria will determine resource (i.e., raw materials, labor, technology and information) development, use, and distribution nationally and internationally? These and related questions point to the core issues that will be addressed in this course.

Course requirements will include substantial reading and three written assignments--two short (5 pages) and a final research paper (10-15 pages). Active participation in class discussion will be expected as well. Readings will include Office Automation: Jekyll or Hyde?, Women in the Global Factory, and Massachusetts High Tech: Promise and Reality. Class will meet twice a week for one and one-half hours each time. Enrollment limit is 20 on a first-come basis.

CCS 280 PARENT-INFANT COMMUNICATION

Priscilla Roth

Parent-infant communication begins at birth. Infants learn about language long before they learn their first words. From birth, infants experience communication through mutual gaze, the dialogue of facial expression and gesture, and most importantly, through the reciprocal turn-taking of vocalizing and getting a response from their caregiver.

In the first half of this course we will examine the infant's perceptual, cognitive, and social abilities that make him or her an able partner in early dyadic interaction. Because of the special nature of research with preverbal infants, the course will include discussion of research methods used in dyadic interaction studies. Reading assignments include a text on infancy and a series of research articles on the topics of early social interaction, communication with preverbal infants and the beginning of language acquisition, father-infant interaction, and individual differences in early interaction environ-

ments that might affect the child's later development.

Class meetings (twice a week for one and one-half hours each time) will include film and videotape examples of parent-infant interaction. Written assignments will consist of short papers on assigned readings and one research paper on a topic related to the course. There will also be one laboratory assignment to gather systematic observational data from a videotape segment and write a brief research report summarizing the data. Enrollment is limited to 20 by instructor permission.

CCS 285 ETHICS: SOME CONTEMPORARY  
INVESTIGATIONS

Christopher Witherspoon

Some very exciting work is being done now in moral philosophy, not just in what is sometimes termed "applied ethics" but also on issues concerning both the foundations of the subject and some serious shortcomings and limitations of what have often been regarded as the two main alternatives in the field--utilitarian and Kantian theories and approaches.

In this course we will critically discuss a number of very recent works which address some of these issues. We will begin with Max Deutscher's Subjecting and Objecting, a wide-ranging essay in what was once called "moral psychology." Bernard Williams' Ethics and the Limits of Philosophy will be our primary text in the middle part of the course. Following that we will work on parts of J. L. Mackie's Ethics: Inventing Right and Wrong and some critical responses to that work, several of them included in Honderick (ed.), Morality and Objectivity. In the final few weeks of the course we will study articles and excerpts from books by Philippa Foot, Samuel Scheffler, and other philosophers. Throughout the term we will be concerned with questions of objectivity, relativism, rationality, the good life (how we should live) and, to use an old-fashioned term, the virtues, and how they're related to moral obligations.

This course will be taught at a moderately sophisticated level and will presuppose some prior knowledge of the ethical theories of Aristotle, Kant, Mill, and Rawls. Interested students who don't yet have that background should contact the instructor prior to the beginning of the term. Students enrolled in the course will be expected to write two take-home midterms and a final paper.

The course will meet twice a week for two hours each meeting. Enrollment is unlimited; interested students should simply come to the first meeting of the course.

CCS 306 VIDEO PRODUCTION SEMINAR\*

Joan Braderman

This seminar is designed for experienced students in video production who have passed all of the Communication Services minicourses. The class will provide a critical context and support crew for projects initiated and produced by students as part of their Division III or Division II programs of study. The class will function as



crew/advisors for each project from preproduction through production, postproduction, and distribution. The contemporary context for video exhibition will be analyzed with an eye to making work which then can find an audience--be it artwork, access TV, etc. Students must have detailed, written production proposals in order to enroll in the course.

The instructor will serve as a consultant for each project, while providing a critical context for the class as a whole, including relevant readings, screenings, legal and budget information. Students will be expected to crew for each other in their individual projects. Collaborative productions will also be encouraged. Class will meet for one and one-half hours twice a week. Enrollment is limited to 10 by instructor permission.

#### CCS 325 TRUTH AND MEANING

Steven Weisler

This course provides an advanced introduction to the theory of meaning. We will explore topics such as ambiguity, intentionality, the nature of meaning and truth, and the relationship between psychology and meaning. In the first half of the course, we will work through An Introduction to Montague Semantics by Dowty, Wall, and Peters, and in the second half we will read and discuss several articles to be chosen by the group. The course requires weekly problem sets and abundant class participation. The class will meet once a week for two hours. Enrollment is on the basis of a prerequisite of a course in philosophy or logic or by instructor's permission.

#### CCS 326 INTERACTIVE COMPUTER GRAPHICS WORKSHOP\*

Craig Miller#

This course is for students who wish to work with computers not as computing and counting devices but as tools capable of graphic interaction and display. It will begin with small programming and design exercises as an introduction to common computer graphics techniques, and gradually move into larger projects to focus on our specific interests. Topics to be covered will include graphical plotting, windows and clipping, graphics hardware and command languages, geometric modelling, two and three dimensional viewing transformations, interaction and feedback devices, animation, and display illusions based on shading, coloring, and sorting. The exercises will be a sampling of current work in the computer graphics field.

Another aspect of the course will be an examination of the glamour and rapid spread of computer graphics. We will take a closer look at the computer graphics we see every day, from book hackets to weather maps to TV movies, in order to address the question "Why am I learning this stuff and what do I do with it?"

We will be using a variety of graphics equipment: Hampshire VAX terminals, the Macintoshes, the microlab, and psychology labs. We will be programming in the "C" language, and students must have some experience with data structures and algorithms in that language. Skills from linear algebra, visual design, and the psychology of

perception will be used in the course. Students not familiar with these subjects should expect to undertake additional work, depending on the direction taken with group projects. The class will meet for one and one-half hours twice a week. Enrollment is open with instructor permission.

#Craig Miller is a recent graduate of Hampshire College with a particular interest in computer graphics.

#### CCS 327 DIGITAL SOUND SYNTHESIS WORKGROUP

Daniel Warner

This course is intended for students with backgrounds in both computing and music. One area of concern will be that of musical timbre, facilitated by an exploration of the Mountain Computer System. For more advanced students the task of implementing the MUSIC IV synthesis program on the VAX will be undertaken. These two very different systems will undoubtedly stimulate larger discussions in musical computation. The group will also spend time listening to and discussing examples of computer-generated music, with the notion that, ultimately, issues in hardware design, data structures, etc. will be musical issues.

The class will meet twice a week for one and one-half hours. Prospective students must know at least one high-level computer language and have the ability to read music. Enrollment is limited to 10 by instructor permission.

#### CCS 328 THE ORIGINS OF MASS CULTURE

Susan Douglas

The purpose of this course is to analyze the economic, political, and cultural forces that interacted between 1870 and 1930 to produce America's mass media systems. The course will examine the rise of various popular culture genres such as dime novels, comics, magazines, movies, and radio, and study the consolidation and centralization of mass media production and distribution. The rise of popular culture will be placed within the broader historical context of rapid urbanization, immigration, industrialization, and declining political participation. We will pay special attention to the cultural values and aspirations which the mass media of this era reinforced, exaggerated, or ignored. We will also look at the intellectual and elite response to the rise of what came to be called "mass culture" and consider the criticisms of popular culture content. Reading will be extensive, and include such secondary sources as Czitrom, Media and the American Mind, Kasson, Amusing the Millions, and essays and chapters from a range of other books, plus primary sources including Looking Backward, Horatio Alger stories, Tom Swift, contemporary magazine articles and stories, and dime novels. Students will be required to write one short paper and one long, final paper. The course is most appropriate for upper level Division II students with a background in either media studies, American history, sociology, women's studies, or politics. The course will meet once a week for two hours. Enrollment is limited to 20 by instructor permission.

Christopher Witherspoon

This is a research seminar for advanced students of photography theory, history, and criticism, and for advanced students in related areas such as film theory or philosophical aesthetics of the visual arts. We will meet Wednesday afternoons most weeks in the term to discuss recently published writing and recently exhibited work. On some Wednesdays we will make day-long trips to view and discuss photography currently on display in New York, Boston, Rochester, and other locations requiring substantial travel; participants will be asked to hold all day Wednesday free from other course and work obligations so that we can all view and discuss this photography together. Depending on the interests and areas of concentration of the seminar members, we may also discuss some critical issues having to do with recent work in film, video, and mixed media involving photographic components.

Enrollment is by permission of the instructor. Interested students should contact him in the fall term so that appropriate arrangements for travel, duplication of manuscript material, and related matters can be made before the beginning of the term. Enrollment is open. Students should expect shared costs for travel, possible overnights, admissions, etc.

## H&AH&AH&AH&AH School of Humanities & Arts

### Curriculum Statement

Course offerings in the Humanities and Arts may appear to differ markedly from those arranged at other colleges through departments, and so they do. Each of the great, traditional disciplines of inquiry (English, History, Philosophy, Music, etc.), rather than being the province of one department and being treated as a closed system of knowledge in itself, is treated as a perspective on the disciplines of inquiry, discovery, and creation. Often the study of a topic in one discipline is illuminated by its connection with another. Our courses reflect an interest in making those connections. Thus, for example, a course on Euripides "will from the outset develop the clear parallels between late 5th century Athens and late 20th century America," a study of contemporary Latin-American poets examines the relationship between the poetry and "the historical imperatives to which (the poet's work) is a response," a study of 20th century French literature "explores questions concerning the construction of subjective consciousness, the significance of sexuality, and...the subversion of social order," and American writing and American cultural attitudes towards land, landscape and environment.

Likewise, our courses often deliberately make connections between the humanities and the Arts, or between one of the visual or performing Arts and another. Thus a course in modern drama will focus on the phenomenon of dramatic performance, a course on "Stage Play" is co-taught by a humanist/artist and an artist/humanist, and courses are offered combining aspects of film, video, or theatre production.

100-level offerings address initial questions of the different ways artists and humanists (as contrasted, say, with scientists), approach their subjects of study. 200-level courses, as indicated above, reflect the interplay of the humanities and the arts. 300-level courses are advanced seminars and courses which are taught on an advanced level and presume some background of experience and knowledge on the part of the student. Students who are building their division II concentration should look at both the 200-level and the 300-level courses.

Successful completion of any 100 or 200 level course can fulfill one-half the optional Division I examination. The following dance classes are not eligible for one-half of a Division I requirement: Modern I, III, and Dance Movement Studies.

### List of Courses

#### 100 LEVEL COURSES

COLLAGE, ASSEMBLAGE & MULTIMEDIA HA 103	Barnes
COLOR HA104	Rosenblatt
WORKSHOP ON WOMEN AND WRITING HA 110	Siegel
MODERN DANCE I HA 113	Schwartz
THREE RUSSIAN WRITERS: PUSHKIN, GOGOL, AND TURGENEV HA 130	J. Hubbs
THE HISTORY OF THEATRE HA 132	Donkin C. Hubbs
COLLEGE WRITING: EUROPEAN SHORT FICTION HA 134a	F. Smith
COLLEGE WRITING: THE IRISH VOICE IN LITERATURE HA 134b	F. Smith
WRITING WORKSHOP HA 141	Siegel
SHORT STORY WRITING WORKSHOP HA 142	Hanley
DANCE AS AN ART FORM HA 153	Schwartz

THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM HA 159	Juster Pope	THE WORLD OF FEODOR DOSTOEVSKY HA 230	J. Rubba
THEMES IN HUMAN DEVELOPMENT: INTIMACY AND SOLITUDE HA 163	Boettiger	POETRY WRITING WORKSHOP HA 231	Salkey
THEMES IN HUMAN DEVELOPMENT: RENEWAL, RECOVERY, REBIRTH HA 164	Boettiger	FICTION WRITING WORKSHOP HA 237	Salkey
IDEAS OF ORDER HA 169	Kennedy	DIRECTING FOR THEATRE HA 239	Blair
ROCK AND CONTEMPORARY CULTURES HA 182	Koblitz	AMERICAN BIOGRAPHY: MARK TWAIN HA 243	Lyon
PIANO WORKSHOP I HA 183	Wiggins	WRITING BETWEEN TWO WORLD WARS HA 248	Guetti
PLAYWRITING HA 199	Donkin	INTERMEDIATE COMPOSITON HA 252	Schwartz
<u>200 LEVEL COURSES</u>		THEOLOGY II HA 257	Bradt
FIGURE DRAWING HA 201	Barnes	LINES AND CHORDS: HARMONY AS CONTRAPUNTAL FALLOUT HA 265	Warner
BEGINNING OF THE BOOK A DRAWING EVOLUTION HA 202	Rosenblatt	CONTEMPORARY CARIBBEAN FICTION HA 269	Marquez
PAINTING HA 205	Rosenblatt	DOCUMENTARY AND ETHNOGRAPHIC FILM HA 273	Ravett Glick
MAKING PLACES: THE EXPERIENCE OF DESIGN HA 209	Juster Pope	CAMUS HA 277	Meagher
FILM/VIDEO WORKSHOP I HA 210	Matthews	THE DIVERSE TRADITION: UNORTHODOX COMMUNISMS OF THE TWENTIETH CENTURY HA 278	Lewis Bengelsdorf
FILM/VIDEO WORKSHOP I HA 210b	Fischel	CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 284	Wiggins
STILL PHOTOGRAPHY WORKSHOP I HA 211	Matthews	SCENE PAINTING FOR THE THEATRE HA 287	Balmuth
PHOTOGRAPHY-CRITICAL ISSUES HA 214	Liebling	THEATRE STAGE DESIGN II HA 290	Balmuth
MODERN DANCE III HA 215	Schmitz	DANCE/MOVEMENT STUDIES: FROM CONCEPTION TO PRODUCTION HA 297	Schwartz
IDEALISM AND REALISM: METAPHYSICAL AND EPISTEMOLOGICAL PROBLEMS HA 223	Lyon Garfield	<u>300 LEVEL COURSES</u>	
THE OTHER SOUTHS: WOMEN, BLACKS AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE HA225	Kennedy	FILM/VIDEO WORKSHOP II HA 310	Ravett
TWENTIETH CENTURY FRENCH LITERATURE: SUBJECTIVITY, SEXUALITY, AND SUBVERSION HA 226	Lewis	PHOTOGRAPHY WORKSHOP II HA 311	Liebling
HISTORY OF THE CARIBBEAN HA 227	Marquez	THE CONCEPT OF IRONY HA 314	Guetti
THE IMENSE PANORAMA: RESPONSES TO MODERNISM HA 229	C. Hubbs Weinles	MODERN DANCE TECHNIQUE V HA 317	Lowell

CREATIVE MUSIC-ADVANCED  
HA 320

Wiggins

SOUNDS AND SPACES:  
WORKSHOP/SEMINAR IN  
MUSIC COMPOSITION  
HA 321

Koblitz

SENSE AND SPIRIT  
HA 322

Meagher

SCENE STUDY: CHEKHOV,  
IBSEN, SHAW  
HA 323

Blair

OBSERVER AND OBSERVED IN  
LITERATURE, ANTHROPOLOGY,  
AND FILM  
HA 328

Smith  
Yngvesson

ART TUTORIAL  
HA 329

Baskin

ADVANCED VOICE FOR  
THE ACTOR  
HA 354

Cooper

HA 110 WORKSHOP ON WOMEN AND WRITING

Ellie Siegel

This course will explore the sociological and psychological dynamics which make women especially vulnerable to writing anxieties and "blocks". The aim of the workshop is to assist students in developing strategies for overcoming these writing problems. The course assumes that "blocked" students have ideas to communicate and the desire to communicate them. Assigned readings will include work by Lorde, Olsen, Spender, and Gilligan. There will be several required papers.

Class time will be spent in three activities: (1) discussion of strategies for approaching writing and rewriting; (2) discussion of student works-in-progress, including class feedback and constructive criticism; and (3) discussion of assigned readings. In addition to classroom hours, students will be expected to confer individually with the instructor on a regular basis.

The goals of the class are the following: (1) to understand the central role of revision in the composing process and acquire revising skills; (2) to develop analytical skills in relation to peers' writing; and (3) to overcome writing anxiety and "blocks" through an understanding of the concept of writing as process.

The class will meet twice weekly for one and one-half hours. Enrollment is limited to 16, by lottery if necessary.

## Course Descriptions

HA 103 COLLAGE, ASSEMBLAGE &  
MULTIMEDIA

Curt Barnes

A course offering experience in various levels of interaction between materials, processes and imagination that can lead to works of art. Experience will be offered in collage, assemblage, constructed objects and environmental works. Elements from almost every medium may be used for one or more of the projects, including photography, paint and film.

The course can be approached on an introductory or intermediate level. On an introductory level it will serve to introduce and afford practice in various principles of design common to all media and methodologies. On an intermediate level the course can permit the student to broaden his resources and strengthen his personal aesthetic.

The course will meet once a week for three hours. Enrollment is open, instructor permission required.

HA 104 COLOR

Phyllis Rosenblatt

Based mostly on Albers color course, but also reviewing Birren, Chevreul and Ostwald (and some Maxwell) theories, students will be expected to regularly attend and attempt exercises offered. Portfolio completion is the form to be reviewed for evaluation for the course. Initial supplies should be purchased by the student and should cost between \$55-60 for the course, but last the term.

This class meets once a week for three hours. Some of the classes will meet at Smith College and the schedule will be posted. Enrollment is limited to 12 students by instructor interview.

HA 113 MODERN DANCE I

Tba

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination and kinesthetic awareness and a better understanding of possibilities and potential for expression and communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included.

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20.

HA 130 THREE RUSSIAN WRITERS:  
PUSHKIN, GOGOL, AND TURGENEV

Joanna Hubbs

"By the shores of a bay there is a green oak-tree; there is a golden chain on that oak; and day and night a learned cat ceaselessly walks around on that chain; as it moves to the right, it strikes up a song; as it moves to the left, it tells a story.

...there is a Russian odor there...it smells of Russia! And I was there, I drank mead, I saw the green oak-tree by the sea and sat under it, while the learned cat told me its stories..."

Pushkin, Prologue  
from Ruslan and Lyudmila

"And you, Russia--aren't you racing headlong

like the fastest troika imaginable? The road smokes under you, bridges rattle, and everything falls behind...And where do you fly, Russia? Answer me!...She doesn't answer. The carriage bells break into an enchanting tinkling, the air is torn to shreds and turns into wind; everything on earth flashes past, and casting worried, sidelong glances, other nations and countries step out of her way."

Gogol, Dead Souls

This is a course in Russian cultural history. Pushkin and Gogol are the first great nineteenth-century Russian writers to give full expression to the vitality, richness, and paradox of the culture in which they live. Turgenev challenges the "sanctity" of tradition. Our concern in this seminar will be to explore an obsession with Russia which all three writers share, by looking at their major works in the light of certain aspects of Russian culture, primarily its religious and mythological heritage.

Books will include: Pushkin, Eugene Onegin, The Captain's Daughter, Tales of Belkin, The Queen of Spades; Gogol, Dead Souls, "The Overcoat," "The Nose," "Diary of a Mad-Man," other short stories; Turgenev, Hunter's Sketches and Fathers and Sons.

The class will meet twice weekly for one and one-half hours. Enrollment is open.

#### HA 132 THE HISTORY OF THEATRE

Ellen Donkin and Clay Hubbs

This course will begin in 5th Century B.C. Greece and work its way through to about 1969. Its focus will be the degree to which the theatrical event in any century is a function of class structure and technology. Students with special interests in Eastern theatre or in the place of women in theatre history are encouraged to attend. Class projects may vary from research papers with slide shows to models reconstructing a particular performance.

Class will meet twice a week for one and one-half hours. Enrollment is limited to 15 with instructor permission required.

#### HA 134a COLLEGE WRITING: EUROPEAN SHORT FICTION

Francis Smith

This is a course in expository writing. We shall read and learn to criticize short stories written by European masters since 1880. The course has two major divisions. In the first eight weeks we shall write several short analytical papers and discuss how to read and how to write intelligently about literature. In the last six weeks each student will choose a topic for an extended research paper and produce it independently. Emphasis in this latter work will be upon producing research papers as Divisional examinations at Hampshire.

Class meets twice a week for one hour. Enrollment is limited to 15, by instructor permission.

#### HA 134b COLLEGE WRITING: THE IRISH VOICE IN LITERATURE

Francis Smith

Certain social and cultural concerns recur constantly in Irish writing. We will read some Irish stories, essays, poems, perhaps a play or a novel or two, to try to discern what we can of the patterns of Irish culture visible there. Joyce, Yeats, Shaw, O'Casey and others, from Swift to Murdoch, will be read. The emphasis of our work and writing will be on reading cultural history through literature.

In our writing, we will stress the elements of style, research, and writing necessary to good college. We will do daily and weekly exercises to develop such basic skills as organizing an argument, writing persuasively, analyzing and abstracting complex written materials, and researching and documenting a thesis.

Enrollment is limited to 25 students. Class will meet twice weekly for one hour sessions plus tutorials to be arranged.

#### HA 141 WRITING WORKSHOP

Ellie Siegel

Writing often brings out the best and worst in us: on the one hand, excitement in expressing our ideas; on the other, paralyzing anxiety and fear that our basic writing skills are inadequate. Focused primarily on papers assigned for other classes and on divisional exams, this course will function both as a workshop and a support group. Students will identify their strengths and weaknesses as writers, recognizing that all writers are developing writers. A major emphasis will be placed on analyzing the complicated process of bringing a paper to completion, from conceptualization and organization through revision.

Class time will be spent in four activities: (1) reports on the state of current writing projects and goals for the coming week; (2) discussion of student works-in-progress, including class feedback and constructive criticism; (3) discussion of strategies for approaching writing and rewriting; (4) analysis of short writing assignments. In addition to classroom hours, students will be expected to confer individually with the instructor on a regular basis. There will also be occasional outside readings.

The goals of the class are the following: (1) to understand the central role of revision in the composing process and gain revision skills; (2) to develop analytical skills in relation to peer's writing; and (3) to overcome writing anxiety and "blocks" through an understanding of the concept of writing as process.

The class will meet twice weekly for one and one-half hours. Enrollment is limited to 16 by lottery if necessary.

#### HA 142 SHORT STORY WRITING WORKSHOP

e Hanley

This work is intended for students who have

little or no experience in writing a short story as well as for more advanced students. We will explore, through reading and writing and talking about short stories, what goes into them and what makes them work. Early assignments will focus on specific elements of fiction: characterization, setting, plot, dialogue, imagery, point of view, etc. The final assignment will be to make all these elements work together in a short story of some length.

Students will write every week, and writing assignments will be accompanied by reading assignments in which the specific device we are exploring is handled particularly imaginatively or forcefully. Readings will include essays by Lillian Hellman, and John McPhee, and a wide variety of short stories. We will spend some class time discussing the reading, but most of class we will spend being each other's intelligent, attentive, and critical audience. Students should be prepared to share all their work with the class, and to read and respond helpfully to all the work of the class.

Class will meet once a week for two-and-a-half hours. Enrollment is limited to 15 by instructor permission.

#### HA 153 DANCE AS AN ART FORM

Peggy Schwartz

This course will be an intensive introduction to the ways a dancer works and creates, intended for students with real interest, curiosity and willingness to work whether or not they have a dance background. Classwork will include technique (studying principles of efficient movement and expressive motion) creative studies and lecture/discussion on dance events. Outside of class students will maintain a discipline of body work and creative work, rehearse their compositions, read, write and attend dance concerts and films. Class attendance is required. The emphasis will be on the first-hand experience of working as a dancer supported by reading and viewing the work of other dancers. Students interested in doing their Division I in dance are encouraged to take this class, as well as students exploring possibilities.

The class will meet twice a week for one and one-half hours. Class limit is 20 and enrollment is open.

#### HA 159 THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM

Norton Juster and Earl Pope

This course will be concerned with structures and form--that is, the external determinants which give form to our environment. More specifically, it will deal with intuitive approaches to structure, the nature of building materials, and environmental systems. The material will be structured around design projects within a studio format.

Visual presentations, both two-dimensional and three-dimensional models, will be required but no prior technical knowledge or drawing skills are necessary.

The class will be limited to 12 students and will meet twice a week for two hour sessions.

#### HA 163 THEMES IN HUMAN DEVELOPMENT: INTIMACY AND SOLITUDE

John R. Boettiger

As themes in our lives, solitude and intimacy are inextricably intertwined. We know, for example, that we can be distressingly alone in the presence of others--even lonely to the point of terror or depression among those we love or upon whom we depend for care. And we know as well that there are gifted times of being alone, of solitary communion, in which our capacity for intimacy is renewed.

Our principal interest in this seminar will be in developing fuller, more differentiated understanding of the manifold experiences of intimacy and solitude. Put another way, we shall be inquiring into the arts of solitude and intimacy, and their spoilation: the nurturant and the toxic ways we may be alone, and with another in love, in friendship, in family; the sorts of human energy and social circumstance that incline one relationship to fruitfulness, another to stagnation, another to destruction.

Close critical examination will be given to a variety of portraits in prose and film, including Lillian Rubin's Intimate Strangers, May Sarton's Journal of a Solitude, Augustus Napier's The Family Crucible, Tillie Olsen's Tell Me a Riddle, John Updike's Too Far To Go, M. Scott Peck's The Road Less Travelled, and Ingmar Bergman's films, "Scenes for a marriage" and "Autumn Sonata".

A major emphasis will be placed upon students' writing: short in-class experiments, journal keeping, stories and short essays worked and reworked--writing grounded in personal experience, responsive to our common reading and viewing and to further foraging in realms of special interest to individual students and small working groups.

The seminar will meet twice weekly for one and one-half hour sessions. Enrollment is limited to 20 students, by sign up at the first class meeting (and lottery if necessary).

#### HA 164 THEMES IN HUMAN DEVELOPMENT: RENEWAL, RECOVERY, REBIRTH

John R. Boettiger

Ancient myths of death and rebirth; traditional tales of perilous and transformative journeys of initiation; personal accounts of profound loss and struggle for recovery: these are embodiments of humankind's enduring need to witness, symbolize, and understand the renewal of life.

The darkening which precedes such experience may suddenly occur in the form, say, of an accident or the unexpected loss of a loved one; or it may appear as a sense of gradual erosion, cumulative stagnation or depression. In either case one's vitality, one's unity of being and purpose, is lost.

Such losses may endure or deepen. When recovery and renewal occur, they may emerge in a variety of ways, some sought, some unbidden, unexpected:

solitary acts or journeys of courage and imagination; gifts of a parent, a spouse or friend; alliances of patient and physician, priest and believer. They are sometimes experienced as singular events, moments of sudden grace or conversion, but they are typically embedded in the ongoing stuff of everyday life.

Our search in this seminar, then, will be for a better understanding of the varieties of redemptive experience. Considerable critical reading and writing will be expected, and careful attention devoted to the development of those skills. We shall draw predominantly from close reading of traditional tales such as those collected by the brothers Grimm. Indeed, the seminar can also be conceived as an introduction to such reading, grounded theoretically in an examination of four central texts: Bruno Bettelheim, The Uses of Enchantment: The Meaning and Importance of Fairy Tales; Joseph Campbell, The Hero with a Thousand Faces; Marie-Louise von Franz, An Introduction to the Interpretation of Fairy Tales; and Heinrich Zimmer, The King and the Corpse.

Additional reading will include selections from Roger Sales' critical study of children's literature, Fairy Tales and After; essays by J.R.R. Tolkien; Anne Sexton's Transformations, a poetic recasting of seventeen of the Grimm stories; and Ingmar Bergman's screenplay, Wild Strawberries.

The seminar will meet twice weekly for one and one-half hours. Class is limited to 20 by lottery if necessary.

HA 169 IDEAS OF ORDER

L. Brown Kennedy

Francis Bacon asserts that "the human understanding is of its own nature prone to suppose the existence of more order and regularity in the world than it finds." The group of texts proposed for discussion during this seminar might allow us to examine Bacon's hypothesis as we consider the kinds of order that works of art create as well as the differing orders--personal, social and philosophic--that they reflect.

Though the selection of texts from classical, renaissance and modern periods will provide possibilities for drawing comparison among them, the focus of this course will not be specifically historical, nor will it be narrowly thematic. Rather, since a book and its reader can be said in some definite ways "to order" each other, our primary purpose in this course will be to read and discuss a group of texts with close attention to method--to what it is we do when we read. As part of this last purpose of developing a clearer sense of our own points of view as readers, members of the seminar will be asked to give shape to a group of short pieces of writing--periodic critical essays and an occasional imaginative sketch.

Readings may include: Homer, The Odyssey; Sophocles, Antigone; Augustine, The Confessions; Shakespeare, Lea; Mary Shelley, Dracula; Bronte, Wuthering Heights; Flannery O'Connor, Wise Blood; Zora Neale Hurston, Their Eyes Were Watching God; selected poetry of John Donne, William Wordsworth, Wallace Stevens, Adrienne Rich.

The designation of this course as a Division I seminar suggests that first year students be given preference; it is not, however, inappropriate for beginning concentrators and other second year students. More advanced students and those who wish to work on a Division I examination in the context of the course will be asked to undertake a research paper in addition to the shorter assignments.

Enrollment is limited to 15, by instructor permission. Class will meet twice weekly for one and one-half hours.

HA 182 ROCK AND CONTEMPORARY CULTURE

David Koblitz

This course will examine the historical and stylistic development of rock music, from its gospel, blues, and country roots to its present day manifestations, in relation to American folkways, social and cultural trends, the media, the music business, and to other contemporary forms of musical expression. Particular attention will be paid to how technology in the 20th century has drastically reshaped the ways in which music is both made and heard.

The course format will include lectures, readings, discussions, and selected listening (ranging from the familiar to the obscure). In addition, each student will be required to prepare a research project to be presented in class.

The class will meet twice a week for one and one-half hour sessions. Enrollment is limited to 20.

HA 183 PIANO WORKSHOP I

Roland Wiggins

This course is designed to expose music instrumentalists who do not play piano (guitarists, flutists, drummers, etc.) to a wide array of harmonic, chordal, improvisational, pre-arranging, pre-compositional, chord-change-sight-reading, ear training, rhythmic dictation, interval recognition, and chord voicing techniques for which the instrument is so well suited. The main goal is to help the student increase her/his musicality through the development of abilities to produce combinations of tones through at least seventy-two source chords, many other assemblages, and/or pitch-scales. Students are expected to perform new materials learned at each session. Homework, practice, outside listening, and reading are required.

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 10 by 1) appointment, 2) audition, and 3) instructor approval.

HA 199 PLAYWRIGHTING

Ellen Donkin

In this course, students will be encouraged to investigate a particular social, economic or political issue of interest to them, construct a

character world out of that issue, and then develop characters and characters' relationships within that world. The course is designed so that students will have completed a second draft of a one-act play by the end of the term.

Class will meet once a week for three hours. Enrollment is limited to 12 with instructor permission.

#### HA 201 FIGURE DRAWING

Curt Barnes

Using various media, techniques, and configurations involving the live model, students will explore drawing from its basics to the dynamics of pictorial structure and individual expression.

Committed, serious neophytes are welcomed along side seasoned veterans. This course offers time for work and challenges to those interested in a good drawing background. It will also be of value to those aiming for a possible concentration in art, design or architecture.

The class will meet once a week for three hours of drawing, home assignments will be given as well. (Note: This is not a workshop but a focused, structured class. Because of size limitations, students interested only in recreative sketching should check elsewhere for student-run drawing sessions.) Enrollment is limited to 18 by permission of the instructor.

#### HA 202 BEGINNING OF THE BOOK: A DRAWING EVOLUTION

Phyllis Rosenblatt

Through class discussions and assignments students will determine and evolve an idea for a book (no more than sixteen pages). They will also draw and write it. Credit for the course will be determined by book presentation and attendance.

Class will meet once a week for 3 hours. Enrollment is limited to 15, with instructor permission.

#### HA 205 PAINTING

Phyllis Rosenblatt

With given projects and self assigned ones within a studio situation, students will have an opportunity to experience the discipline, trials and rewards of painting. Oil painting will be the medium worked the most. Issues will be discussed individually and in class critiques as raised by the work of each student.

Students are responsible for purchasing all supplies. Enrollment is limited to 16 with one basic course a prerequisite. Class meets for six hours once a week.

#### HA 209 MAKING PLACES: THE EXPERIENCE OF DESIGN

Norton Juster and Earl Pope

This is a design course. It concerns itself with

the making of architectural form and the design of the built environment. It is a design studio course organized to provide a broad overview of design issues and skills necessary for the engagement of environmental design problems. Students will have the opportunity to explore and investigate the experience and methodology of environmental design.

A series of design projects, varied in scope and complexity, will be given and student work will be rigorously critiqued. Class discussion will center on approach, design analysis, functional response, expression and symbolism.

The course will provide an intense design experience for those seriously interested in environmental design, or interested in defining their interest. It is a logical extension of the 100 level courses and builds upon them. Interested students should have some background (which need not be extensive) in this area.

Enrollment is limited to 12 students and permission of the instructors is necessary. It is the student's responsibility to arrange for interviews with the instructors. Class will meet twice a week for two hours.

#### HA 210 FILM/VIDEO WORKSHOP I

Sandra Matthews

This course teaches the basic skills of film production, including camerawork, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class.

There will be weekly screenings of student work, as well as screenings of films and video tapes which represent a variety of aesthetic approaches to the moving image.

Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super-8 format with an introduction to 16mm and video techniques. A \$35 lab fee is charged for this course, and provides access to equipment and editing facilities. Students are responsible for providing their own film and supplies.

The class meets once a week for four hours. Enrollment is limited to 15.

#### HA 210b FILM/VIDEO WORKSHOP I

Anne Fischel

This course teaches the basic skills of film production, including camerawork, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class.

There will be weekly screenings of student work, as well as screenings of films and video tapes which represent a variety of aesthetic approaches to the moving image.

Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super-8 format with an



introduction to 16mm and video techniques. A \$35 lab fee is charged for this course, and provides access to equipment and editing facilities. Students are responsible for providing their own film and supplies.

The class meets once a week for three hours. Enrollment is limited to 15.

HA 211 STILL PHOTOGRAPHY WORKSHOP I

Sandra Matthews

This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing and printing; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing.

Students will have weekly shooting and printing assignments and, in addition, will complete a portfolio by the end of the semester. All work for the class will be done in black and white, 35mm format.

A \$35 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper and cameras.

The class will meet once a week for three hours. Enrollment is limited to 15, by lottery, if necessary.

HA 214 PHOTOGRAPHY-CRITICAL ISSUES

Jerome Liebling

Starting with an historical survey of the history of photography (19th and 20th century), using standard texts by Beaumont Newhall, John Szarkowski, Helmut Gernsheim, Aaron Scharf and others, the course will then concentrate on more critical issues concerning the role and use of photography in society.

Some of these issues will include: photography and its use in "art," "reportage," documentary, advertising, "family album," and the implications of these forms on the contemporary scene. Readings will include Benjamin, Sontag, and the many anthologies of critical essays. Films and slide lectures of various aspects of photography will also be included. Student discussion and assignments will be part of the course.

The class will meet once a week for four hours. Enrollment is open.

HA 215 MODERN DANCE III

Peter Schmitz

This course is designed to help intermediate level dancers strengthen their dancing skills. Emphasis will be placed on working for ease and control and for developing the ability to dance with clarity and expression.

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20 by instructor permission.

HA 223 IDEALISM AND REALISM:  
CCS 223 METAPHYSICAL AND EPISTEMOLOGICAL  
PROBLEMS

Richard Lyon and Jay Garfield

"Idealism, in its philosophical sense, is the view that mind and spiritual values are fundamental in the world as a whole. Thus, idealism is opposed to naturalism, that is, to the view that mind and spiritual values have emerged from, or are reducible to, material things and processes. Philosophical idealism is also opposed to realism...and is thus the denial of the common-sense realist view that material things exist independently of being perceived."

H.B. Acton

Encyclopedias of Philosophy

This course will involve the careful study of writings by three of the greatest Western philosophers in the idealist tradition: Immanuel Kant, Arthur Schopenhauer, and the early Ludwig Wittgenstein, as well as the reaction to this tradition embedded in the work of Friedrich Nietzsche. Our primary concern will be with their metaphysics and epistemology, but we will also consider their ethical and aesthetic positions. Although we will be concerned with working out in scholarly and articulate ways the actual positions and arguments of these philosophers, our approach will be informed by the realist-idealist controversy as it presently engages the attention of the professional philosophical community.

Students will be expected to write three polished papers, two of short-to-medium length, and the last longer and suitable for inclusion in a Division II portfolio. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20, with instructor permission.

HA 225 THE OTHER SOUTHS: WOMEN, BLACKS  
AND POOR WHITES IN SOUTHERN  
HISTORY AND LITERATURE

L. Brown Kennedy

The "South" is often spoken about in the North and in the national media as if it were a monolithic unit with a unified geography and culture. In fact, there has always been the South of the Native Americans, the South of the Euramericans, and the South of the Afro-Americans. From the luxurious low country, tidewater estates and the haunting swamps of the eastern seacoast to the country hollows nestled between the jagged hills of the Great Smoky Mountains and the fertile flatlands of the Mississippi Delta, the South is and always has been a region of contrasts defined by the land and by the relationship of its people to that land.

This course seeks to introduce you to the richness and diversity of Southern history and literature through the exploration and analysis of the fiction and autobiography of some of its more prominent black and white authors. We will be exploring dichotomies and relationships between men and women, between black people and white people, and between rich people and poor people. Probable emphases include the defense and critique of the plantation South, the split between rural and urban life, and the centrality

of the black and white family. Among the writers we will consider are Harriet Beecher Stowe, William Gilmore Simms, William Wells Brown, Sojourner Truth, Ellen Glasgow, William Faulkner, Zora Neale Hurston, Lillian Smith, Carole McCullers, Eudora Welty, Alice Walker.

This course is open to second and third semester Division I students as well as to people beginning their concentrations. It is also specifically designed to support student writing. Because of the writing component of the course, it will necessarily be limited to 15 students, by permission of the instructor.

The class will meet twice a week for one and one-half hour each session.

HA 226 TWENTIETH CENTURY FRENCH LITERATURE:  
SUBJECTIVITY, SEXUALITY, AND SUBVERSION

Jill Lewis

This course will move from three focal literary articulations of the early twentieth century in France--texts by Marcel Proust, Andre Gide and works of surrealists--to explore questions concerning the construction of subjective consciousness, the significance of sexuality, and approaches to the subversion of social order which all resound throughout the "literary canon" of twentieth-century France. Discussion beginning from the work of these two "eminent" writers and the surrealist movement in general will open discussion of the history and rethinking of literary genres and the literary production of "meaning" and "order"; art and political awareness and struggle; realism and attempts to revolutionize literary practice; different attempts to challenge and subvert codes of sexual "normality"; shifting definitions of subjectivity and the functioning of the literary text.

Other texts studied will be by Collette, Beauvoir, Robbe-Grillet, Foucault, Barthes, Beckett, Lacan, Irigaray, Cessaire, Fanon.

Class will meet twice a week for one and one-half hours. Enrollment is limited to 20.

HA 227 THE SOCIAL AND CULTURAL HISTORY  
OF THE CARIBBEAN

Roberto Marquez

This course aims to examine the historical and cultural development of the Caribbean from the period of slavery through the decline of European colonialism, the assertion of American imperial designs on the area after 1898, and the emergence of mass-oriented nationalist movements of more recent times. We will be particularly concerned with the specific ways in which each of the three major language areas--Spanish-speaking, English-speaking, and French-speaking--have responded to common historical experience and with the impact this has had on the ethos of individual islands and the region as a whole. Though our interest will be with the Caribbean seen as a whole, we will be focusing on the islands of Haiti, Jamaica, and Puerto Rico as examples of general trends in the region.

The course will meet twice a week for one and one-half hours. Enrollment is open. No foreign language proficiency is required.

HA 229 THE IMMENSE PANORAMA:  
RESPONSES TO MODERNISM

Clay Hubbs and Mark Weinles\*

In his 1923 review of Joyce's *Ulysses*, T.S. Eliot said that the literary forms which had sufficed for dealing with the relatively coherent society of the nineteenth century were useless as a means of ordering the chaos of the twentieth--"the immense panoramas of futility and anarchy which is contemporary history." Bourgeois individualism, with its optimistic belief in progress and the intelligibility of experience, could no longer be accepted as an explanation of history. Joyce, in exchanging "the narrative method" for the "mythical method"--the manipulation of a continuous parallel between contemporaneity and antiquity--had taken "a step toward making the modern world possible for art."

Modern (20th century) fiction shifted the focus from "the objective unfolding of events to the subjective experiencing of events," the assumption being that the writer cannot hope to understand the modern world; he can only hope to "order" it by arranging its components in structural patterns.

In our study of the development of modern fiction from nineteenth century realism to modernism and "post-modernism", we will focus on the origins of Eliot's response to the modern dilemma, as well as on some of the criticisms which it has received. We will ask what motivated Eliot to adopt his response to contemporary history, and examine some of its consequences. Finally, we will look at Modernism's own view of itself in the works of "post-modern" authors. We will read a selection of Eliot's poetry and criticism, as well as works by authors ranging from Conrad and Joyce to Barth and Bartheleme.

The class will meet twice weekly for one and one-half hour sessions. Enrollment is open.

\* Mark Weinles is a graduate student at Vermont College.

HA 230 THE WORLD OF FEODOR  
DOSTOEVSKY

Joanna Hubbs

"Gentlemen, I am tormented by questions; answer them for me."--Notes from Underground

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they tormented him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas--the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born--rather than questions of structure or style, which will be considered only insofar as they relate to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to "place" him into the context of Russian mythic, cultural, psychological and historic currents. We will then read and discuss the novels (Poor Folk, The Double, The Dream of a Ridiculous Man, White Nights, Crime and Punishment, The Possessed, and Brothers Karamazov). Discussions will be supplemented by occasional lectures

Given by student participants on chosen topics, both historical and literary: for example, discussions of some aspects of Dostoevsky's work as it relates to other Russian or European writers of the period, or a presentation on the history and nature of Russian Orthodoxy, or on the life of the peasantry.

This course has a heavy reading load to which is added the burden of three short papers and/or a short lecture as described above. Those who feel some hesitation in committing themselves to so much reading (the longer novels, Crime and Punishment, The Possessed, and Brothers Karamazov average 600 pages) are encouraged to stay clear!

The class will meet twice a week for one and one-half hour. Enrollment is limited to 16 students.

#### HA 231 POETRY WRITING WORKSHOP

Andrew Salkey

This course will emphasize the principle that all our workshop poetry writing should be done primarily for the reception and delight of our own workshop members and with them uppermost in mind, for after all we are our very first audience and group approval is vitally important as a source of confidence. Our poets should be reminded that being attentive readers and listeners to the work of other poets in the group is essential practice; and, of course, our readership and audience will grow and move outwards as we grow and move along as poets.

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of latent strengths in the work of the poets and attempt sensitively to analyze weaknesses, privately and in group sessions. We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their choice or like their instructor or like the outstanding class poet). Suggested parallel readings will come from the full range of contemporary writing in verse.

The class will meet once a week for one and one-half hours. Enrollment is limited to 16, and permission of the instructor is required. Bring sample of work to the interview.

#### HA 237 FICTION WRITING WORKSHOP

Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done primarily for the reception and delight of our workshop members and with them uppermost in mind, for after all we are our very first audience and group approval is vitally important as a source of confidence. Our writers should be reminded that being attentive readers and listeners to the work of other writers in the group is essential practice; and of course, our readership and audience will grow and move outwards as we grow and move along as writers.

The workshop will be a forum for the relaxed reading of short stories produced by its members. We will introduce and develop the necessary skills with which our writers will learn to regard, examine, and write fiction as a display of the imagination in terms of narrative, characterization, intention, and meaning; and those elements will be studied closely, not so much from approved external models as from the written work of our own class.

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationships in society. We will encourage both on-the-spot oral critical analysis and more considered manuscript-reviewing. We will, at all times, allow the writing and lively analytical discussion of all forms of literary composition within the genre of fiction, and our writers will be encouraged to take any literary risk they may feel to be important to their development.

The class will meet once a week for one and one-half hours. Enrollment is limited to 16, and permission of the instructor is required. Bring sample of work to the interview.

#### HA 239 DIRECTING FOR THEATRE

Rhonda Blair

This is a practicum in directing for theatre. Each student will be expected to mount at least two projects, taking them from audition through final run through. The first project will be a one-act play, selected by the student and approved by the instructor. The second project, to be determined early in the semester, will be similar in scope. This course can serve students at various levels of expertise, but at the minimum a student should have a background in fundamentals of script analysis and staging (though she or he may not have directed before).

Admission is by instructor approval and by presentation of a promptbook for the first play to be directed by the student. Course enrollment is limited to 15. Class will meet twice a week for two hours.

#### HA 243 AMERICAN BIOGRAPHY: MARK TWAIN

Richard Lyon

The population of Florida, Missouri shot up one percent when Sam Clemens was born in 1835. When he died in 1910 this midwestern countryboy--now known as Mark Twain--was a folk hero and the nearest thing this country has had to a National Bard. Between those dates Mark Twain had put in time as a job printer, miner, reporter, steamboat captain, publisher, entrepreneur, and standup comedian. But first and last he was a writer, a worker in words, whose command of the dialects of the American tribe had made him a spokesman for the national consciousness. And at full steam he was a writer who could be funnier than any American before or since.

Twain thought of himself as a representative of the common people. He shared with them their faith in democracy and progress and the rewards of science, technology, and industrialism. He mocked with them the pretensions of genteel

culture, religious sentimentality, political windbagery and chicanery. Yet his humor was no less inspired by his contempt for the values of his time: few critics have been as caustic in the condemnation of popular creeds. He ended his days sure that the human race was damned, and would soon blow itself up with bombs.

It has been said that Mark Twain loved Tom, Dick, and Jane but hated humankind, that he embodied in telling ways the yes and the no of his culture. In reading his works and in reading about his life we will discuss these contradictions and tensions--for they are not only his but ours as well. "The question of Mark Twain is the question of America," as the critic Dwight Macdonald has observed.

We will read Old Times on the Mississippi, A Connecticut Yankee in King Arthur's Court, The Adventures of Huckleberry Finn, Pudd'nhead Wilson, The Mysterious Stranger, together with Justin Kaplan's biography, Mr. Clemens and Mark Twain, and several essays by critics. A number of short essays will be assigned.

Class will meet twice a week for one and one-half hours. Enrollment is open.

#### HA 248 WRITING BETWEEN TWO WORLD WARS

Barbara Guetti

The period between World War I and World War II is a legendary epoch: works later canonized as the most important of our era were written by Joyce, Kafka, Proust, Gide, Mann, Eliot, Yeats, Woolf and Lawrence, and by the American "lost generation"--as Gertrude Stein baptized her contemporaries, Hemingway and Fitzgerald. The literary brilliance of the period has tended to obscure for us the deeply troubling political and social issues surrounding these writers; moreover, following T.S. Eliot's lead, we have adopted a kind of "star system," becoming enthralled by each writer as an isolated phenomenon, or concentrating on "major" writers at the expense of "minor" ones--such as Kay Boyle, Henry Greene, Wyndham Lewis, Evelyn Waugh, Josephine Herbst, to mention only a few among many who bore witness to the challenging and threatening times in which they lived. The course will re-examine the period, by reading selected works by well-known and lesser-known writers, with special attention to the historical pressures at work upon all of them; instead of viewing this era nostalgically, as a gallery of literary monuments, we shall attempt to rediscover it as one rich in alternatives which still concern us.

Class will meet twice a week for one and one-half hours. Enrollment is open.

#### HA 252 INTERMEDIATE DANCE COMPOSITION

Peggy Schwartz

The formal structural aspects of dance composition will be studied through class exercises, assigned studies and critical analysis of select masterworks. Emphasis will be placed on form. How does one make and use form? How does a form influence or dictate its own development? How does form hold or reveal meaning? What meaning is inherent in a form?

Students will practice composing movement using such formal organizing factors as rhythm, line, motor logic, ABA, theme and variation, canon, etc., and will be required to craft a five minute final project with music.

This course is intended for students who already have experience in creating original movement and at least intermediate level dance skill.

Class will meet twice a week for 2-hour sessions. Enrollment limited to 12 with instructor's permission.

#### HA 257 THEOLOGY II

R. Kenyon Bradt

This course is to be the second term of a two-term sequence of courses whose study is to be the being of God and the being of the world in its relation with God.

Readings for the term will be from major religious, philosophical and theological texts selected primarily from the modern period, including selections from Boehme, Descartes, Spinoza, Leibniz, St. John of the Cross, Kant, Schleiermacher, Hegel, Nietzsche, Kierkegaard and Buber among others.

Because of the very extensive reading requirements, this course is to be considered a double course for the term. The course will meet one week, for two and one-half hours per meeting.

#### HA 265 LINES AND CHORDS: HARMONY AS CONTRAPUNTAL FALLOUT

Daniel Warner

Harmony, the term often applied to the study of chords and their progression in music, is a refraction, a "false echo" of what is really a linear unfolding of pitch successions through time. This is a course in counterpoint using a book from 1625, Johann Joseph Fux's Gradus ad Parnassum, the most important treatise on counterpoint leading ever written. This concise, practical little book has served the likes of Haydn, Mozart, Beethoven, and countless other musicians. With some fine-tuning, it will be presented as a means of better understanding the vertical relationships in 17th to 19th century tonality, jazz, popular music, etc.

The ability to read music is essential for the course. Prospective students should have taken at least one course in basic theory.

Class will meet twice each week for one and one-half hours. Enrollment is limited to 15, by instructor permission.

#### HA 269 CONTEMPORARY CARIBBEAN FICTION: V.S. NAIPUL, GEORGE LAMMING, SIMONE SWARTZ-BART, AND ALEJO CARPENTIER

Roberto Marquez

The consequences of colonialism, its effects and ambiguities, its demise and permanent legacies give a particular edge to the "temper of our times." The literary depiction of its several and often subtle dimensions--and of the full challenge posed by the process of

decolonization--necessarily extends beyond the specifically thematic to include fundamental issues of conception, cultural outlook and assumption. The latter, in fact, may become more signally important and compelling. The work of V.S. Naipul (Trinidad), George Lamming (Barbados), Simone Swartz-Bart (Martinique), and Alejo Carpentier (Cuba) represent, from their varying and sometimes radically different perspectives, so many responses to colonialism and decolonization in the Caribbean. It will be the aim of this course to examine their fiction in the context of a developing "national consciousness" and, within a specifically regional and more broadly international framework, to explore the implications of their evolving canon.

Possible readings will include: A House for Mr. Biswas, The Mimic Men, In a Free State; In the Castle of My Skin, The Emigrants, Natives of My Person; The Bridge of Beyond, Between Two Worlds, The Lost Steps and Explosion in a Cathedral.

The course will meet twice a week for one and one-half hours and enrollment is open.

HA 273 DOCUMENTARY AND ETHNOGRAPHIC  
SS 273 FILM

Abraham Ravett and Leonard Glick

Please see description under Social Science listing.

HA 277 CAMUS

Robert Meagher

Several years after his death, Susan Sontag wrote of Camus: "Kafka arouses pity and terror, Joyce admiration, Proust and Gide respect, but no writer that I can think of, except Camus, has aroused love."

This course will address itself not to this remarkable man but to his works, which offer not only a pitiless perception of the evil genius of our times but a vision of rare compassion and integrity. We will read and consider all of Camus' major works, ranging from philosophy to fiction to drama.

Enrollment is open. The class will meet twice weekly for one and one-half hour sessions.

HA 278 THE DIVERSE TRADITION:  
SS 278 UNORTHODOX COMMUNISMS OF THE  
TWENTIETH CENTURY

Jill Lewis and Carol Bengelsdorf

This course will examine the written work of political activists and writers who, in texts ranging from political theory, fiction, tracts, speeches, letters and poetry, trace their critical and desiring positioning in front of the historical developments, social activism, political discourses and revolutionary visions of their time.

The course will explore the work of Gramsci, Rosa Luxembourg, Alexandra Kollontai, Che Guevara, Paul Eluard, Crista Wolf and Aime Cesaire.

Class will meet twice a week for one and one-half hour sessions.

HA 284 CREATIVE MUSIC: ITS THEORY AND APPLICATION

Roland Wiggins

This lecture class will focus on the inter-relationship found in the conventional, non-conventional, and indigenous styles of music as viewed from a Western tonal base. Students will be offered analytic techniques for personal inventories as melodic, harmonic, and rhythmic behaviors. Joseph Schillinger, Vincent Persichetti, Henry Cowell and other twentieth-century composers/theorists will be explored in juxtaposition with the creative music of Charlie Parker, Dizzy Gillespie, Thad Jones, and John Coltrane. Outside reading and listening experiences are mandatory.

Students are encouraged to explore at least the very basic music notation practices such as those found in John Schaum Note Spellers I and II before registering. From the materials presented each student will be required to select special topics for final presentation. Division II students are expected to offer presentations commensurate with that academic level.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 15, and instructor permission is required. Although this is a Division II course, Division I students may enroll with permission of the instructor.

HA 287 SCENE PAINTING FOR THE THEATRE

Linda Giering Balmuth

This is a studio course designed for those with little or no experience in scene painting. Students will learn basic texturing, lining and stenciling techniques, as well as methods for painting wood grain, marble, brick and foliage. Color in pigment and in light will be examined, particularly in how they work together on stage. Painting on various surfaces and fabrics will be explored, and some three-dimensional texturing materials will be demonstrated.

This course will meet once a week for a three-hour period; the additional time necessary to work on painting assignments will be arranged. Students will be required to buy some brushes. Enrollment is limited to 10 students.

HA 290 THEATRE STAGE DESIGN II

Linda Giering Balmuth

This is an intermediate course in set, lighting and costume design for the theatre. This is a studio/seminar class, appropriate for students who have completed either HA 193 The Design Response, or HA 289 Theatre Stage Craft. The students will undertake several individualized design projects, depending on their interests. However, at least one project must be from each area: sets, lights or costumes. The course will culminate with a large project, such as designing a multiple set play, designing sets

Jerome Liebling

and costumes for a play, building a model or lighting a production.

Class will meet once a week for three hours. Enrollment is limited to 10.

HA 297 DANCE/MOVEMENT STUDIES:  
FROM CONCEPTION TO PRODUCTION

Peggy Schwartz

This class for Division II and III concentrators will consider practical and philosophical questions about producing one's work both inside and outside of Hampshire. What performance space is suitable for a particular dance? What audience is the choreographer trying to reach? How do we attract new audiences? We will discuss such practical production aspects as: costuming and lighting on a small budget; publicity; grant writing and collaborating with other artists. We will brainstorm lecture-demonstration ideas and ask broad questions about where dance can/ought to be performed. Guest artists will speak on their work and their approach to these issues. The class will produce the spring concert and host the faculty-student critiques of dances for it. Students will be expected to contribute to the production as choreographers, performers or tech crew.

Class will meet for two hours on alternate Fridays. Enrollment is limited to Division II & III students.

HA 310 FILM/VIDEO WORKSHOP II

Abraham Ravett

This class emphasizes the development of skills in 16mm filmmaking, including preplanning (scripting or storyboarding), cinematography, sound recording, editing, and post-production. Students will have weekly assignments, and will also be expected to bring a film to completion by conforming their original and developing a final sound track. 3/4" video production will also be an integral part of this semester's course. A goal of this course is the continued development of a personal way of seeing and communicating, in the context of an existing cinematic language and emergence of video as an art form.

Students will have the opportunity to screen seminal film and video works in documentary, narrative and experimental genre. Additional out-of-class screenings, and some readings in the history and theory of film/video will also be assigned.

There is a \$35 lab fee for this course, which entitles the student to the use of camera and recording equipment, transfer and editing facilities, plus video production equipment. Students must purchase their own film and pay their own processing fees.

The class will meet once a week for three hours. Enrollment is limited to 12, by permission of the instructor. In general, Film Workshop I will be considered a prerequisite for this course.

This class is a forum in which students can develop their creative vision in photography, their knowledge of the aesthetic and social context of the photographs, and their technical skills. Each student will generate independent work, in the framework of lectures and discussions covering a wide range of issues. Emphasis will be on working in series of photographs.

Prior photographic experience is required. Enrollment will be limited to 12 students, and determined by permission of the instructor. The class will meet once a week for four hours, with extensive additional lab time available. The lab fee of \$35 entitles the student to darkroom facilities, lab supplies and chemicals. Students must supply their own film and paper.

HA 314 THE CONCEPT OF IRONY

Barbara Guetti

The title of the course is borrowed from Kierkegaard's treatise, The Concept of Irony (1841), which launched a double-edged challenge to philosophy and literature. Kierkegaard pointed out that Plato, the "originator" of philosophy, had tried to build a system on the shaky foundation of Socratic irony, but he also cast suspicion on the efforts of some of the romantic writers who were his contemporaries to use "irony" as a way of resisting any serious intellectual commitment. Irony has proved to be an especially fruitful, an especially puzzling, literary device; it can be used to undermine established ways of thinking, but it often threatens to subvert any solutions to crucial moral problems. Irony is seductive, since it teases a reader to discover the "truth" behind a writer's mask; the reader of an ironic text feels empowered to share in the mastery of the author: such freedom, however, may prove to be a subtle form of coercion. We will read and discuss works by a number of accomplished ironists--Plato's Socrates (Symposium, Apology, and other texts), Kierkegaard (Diary of a Seducer), Mozart (Don Juan), Goethe (Faust I), Laclous (Lisasons Dangereuses), and works by such writers as Swift, Moliere, Kliest, Baudelaire, Austen, Crane, Borges, Karl Marx, and others. We will also consider contributions by philosophers and literary critics who have recently turned their attention to this problem.

Class will meet twice a week for one and one-half hours. Enrollment is open.

HA 317 MODERN DANCE TECHNIQUE V

Daphne Lowell

High intermediate dance technique: working to incorporate the self with the full body in articulate motion, using the attention of the mind to establish a clear background field. Intended for students who have studied with me previously.

Class will meet three times a week for one and one-half hours. Enrollment limit is 20, by addition the first day/permission of instructor.

HA 320 CREATIVE MUSIC-ADVANCED SECTION

Roland Wiggins

This course is offered to students who have completed HA 284 or its equivalent. It will explore in depth the syntax or melody, harmony, and rhythm in horizontal and vertical combinations. Selected creative music of Dizzy Gillespie, Jimmy Owens, Archie Shepp, Fortune, and others will be discussed using both traditional and non-traditional analytical principles. Outside reading, listening, and concert attendance is mandatory.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 10 and an interview with the instructor is required. Division I students may enroll with special permission.

HA 321 SOUNDS AND SPACES:  
WORKSHOP/SEMINAR IN MUSIC  
COMPOSITION

David Koblitz

This course is designed for students with some prior experience in either composition or music theory. The primary objective will be the development of individual creative work utilizing the medium of sound. No particular musical style will be stressed, but rather the emphasis placed on achieving clarity of expression--the result of carefully chosen musical materials and clearly defined forms.

The workshop format will encompass both individual lessons and group sessions. In addition to a certain amount of time spent listening to and analyzing selected works, other topics to be covered include matters of technique (form, orchestration, notation, etc.) and aesthetics.

Each student is required to complete a composition project in one (or more) of the following areas:

- 1) a work utilizing language or textual material.
- 2) a work composed for a solo instrument/voice.
- 3) an ensemble work for instruments and/or voice(s).
- 4) a work involving the use of music/sound in conjunction with other visual or performance media.

The class will meet once a week for two and one-half hours. Enrollment is limited to 10 students. Permission of the instructor is required.

HA 322 SENSE AND SPIRIT

Robert Meagher

Rivers, we know, often dive deeply under or into the earth, out of sight and lost to our ears and touch. And yet we may dig most anywhere and feel the moisture of rivers that flow and overflow beneath our every step. Then, all of a sudden, a river, hidden underground, springs from a crack in the soil or rock and we stand again in that flux where we know we stand each time only once. We have here an image of the sensuality of spirit and of the spirituality of

sense. If we trace the paths and movements of spirit to their source, we follow them into the sensual; and if we attend to the leadings of our senses, we are gestured and lifted into the movements of spirit. Spirit and sense, sacred and profane, mind and body are both many and one, yet share a common life. Each sense ascends to spirit along a path of its own and we shall explore and share such ascents with our own native artistry, the painter, the musician, the dancer in each of us, to serve as our guides. The class provides a particularly appropriate introduction to philosophy for students centrally concerned with the arts.

This class will involve both a seminar and a workshop, each meeting as a rule once each week. Seminar readings will include: Jonas, The Phenomenon of Life; Kandinsky, Concerning the Spiritual in Art; and Zuckerkandl, Sound and Symbol. The workshop will engage us in our own experiments with sensory and artistic experience. The exact scope and focus of these experiments with sensory and artistic experiments will depend largely on the particular talents and interests of the class which forms. The distinction between seminar and workshop corresponds to the concern of this class to be both experimental and reflective, both experimental and critical.

Enrollment is open. The class will meet twice weekly for one and one-half hour sessions.

HA 323 SCENE STUDY: CHEKHOV, IBSEN, SHAW

Rhonda Blair

This is an advanced, intensive course for upper-division actors in performance approaches to Chekhov, Ibsen, and Shaw. Each student will be expected to prepare and present scenes from the major works of these playwrights and to provide response to presentations by other students in the course.

The course will meet once a week for three hours. Admission is by interview and/or audition.

HA 328 OBSERVER AND OBSERVED IN  
SS 328 LITERATURE, ANTHROPOLOGY  
AND FILM

David Smith & Barbara Yngvesson

This course attempts to combine the insights of cultural anthropology and literary and film criticism by examining texts--ethnographies, satire, fiction, documentary film material--in which the relationship of an outsider--observer to a particular community is an issue.

We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present them coherently and artistically, and we examine the work of practicing anthropologists and/or filmmakers to "present" actual communities truthfully and accurately through their field-work, writing, reporting, or visual medium.

In particular we're interested in the notion that ethnography and some forms of fictional writing and film result from an encounter of observer and observed. This encounter with its





NATURAL HISTORY OF INFECTIOUS  
DISEASE  
NS 153

Miller

ISOTOPE GEOCHEMISTRY  
NS 345

Reid

THE NUCLEAR AGE  
NS 172

Krass

+School Program Coordinator, Hitchcock Center

PROJECT COURSE  
NS 199

Bruno  
Wirth

\*Five College Coastal and Marine Science  
Professor.

### 200 LEVEL

ECOLOGY  
NS 207

D'Avanzo

ANIMAL BIOLOGY  
NS 219

Henderson

PHOTOSYNTHESIS AND EVOLUTION  
NS 226

Foster

THE EVOLUTION AND BEHAVIOR OF  
DOMESTIC ANIMALS  
NS 230

Coppinger

BIOLOGICAL ANTHROPOLOGY  
NS 250

Goodman

INTRODUCTION TO CALCULUS AND  
COMPUTER MODELING FOR SCIENTISTS  
AND SOCIAL SCIENTISTS  
NS 261

Kelly

TOPICS IN DISCRETE MATHEMATICS  
NS 263

TBA

GENERAL PHYSICS B  
NS 283

Wirth

THE IGNEOUS ROCKS OF NEW ENGLAND  
NS 289

Reid

HITCHCOCK CENTER PRACTICUM IN  
ENVIRONMENTAL EDUCATION  
NS 295 A&B

Bruno  
Bourdon+

### 300 LEVEL

ADVANCED TOPICS IN MARINE ECOLOGY  
NS 302

D'Avanzo  
Peckol\*

COMPUTER LANGUAGE IMPLEMENTATION  
NS 310

Woodhull

LINEAR ALGEBRA AND ITS  
APPLICATIONS  
NS 316

Kelly

BOOK SEMINARS IN MATHEMATICS  
NS 320

TBA

MOLECULAR BIOLOGY LABORATORY  
NS 327

Miller

HEALTH IN AMERICA: THE  
DEVELOPMENT OF A PUBLIC CONCERN  
NS 331/SS 331

Foster  
Rinard  
von der Lippe

ADVANCED HUMAN ANATOMY  
NS 335

Martin

ADVANCED PHYSIOLOGY AND  
BIOPHYSICS  
NS 337

Woodhull

RESEARCH IN REPRODUCTIVE  
PHYSIOLOGY  
NS 338

Henderson

## Course Descriptions

NS 123 HUMAN BIOLOGICAL VARIATION: CURRENT  
AND CONTROVERSIAL ISSUES IN "RACE"  
AND GENDER

Nancy L. Goddard

This course will address current and contro-  
versial issues in the area of "race" and gender.  
While both of these terms have an underlying  
biological explanation, the sociological and  
cultural uses are wide ranging, misused, often  
misunderstood, and have powerful connotations  
when used in economic, political, and legal  
contexts. We will first review biological  
processes which explain and determine the  
physical traits used to categorize both "races",  
and males and females. We will then explore  
the complex interaction of biological and  
cultural influences affecting human populations  
on a global scale.

Class will meet for one and one-half hours twice  
a week.

NS 135 THE HUMAN SKELETON: BONES, BODIES  
AND DISEASE

Debra L. Martin

Suppose you found a skeleton in your backyard...  
what types of information could this anatomical  
system provide concerning the individual? While  
seemingly static and inert, bones are part of a  
dynamic interconnected system which is in  
direct communication with many other body  
systems. By understanding the form and func-  
tion, growth and development, and the patho-  
logical processes which can affect bone, one can  
use this information to reconstruct the age,  
sex, stature, health status, reproductive  
history, and lifestyle of the individual.  
Skills learned in this course are fundamental to  
the study of medicine, anatomy, biology,  
forensics, exercise science, nutrition, and  
evolution.

A tremendous amount of data can be generated  
from the bones themselves using a variety of  
methods; however, these data and methods need  
to be understood within a context which in-  
cludes a strong theoretical orientation. An  
emphasis will be placed on combined laboratory  
analyses with review of the scientific litera-  
ture on bone.

The class will meet for one and one-half hours  
twice a week for the first eight weeks. There-  
after, students will work independently on  
laboratory projects.

Enrollment limit: 20

NS 151 THE WORLD FOOD CRISIS  
SS 151

Frank Holmquist and Ray Coppinger

This course combines natural and social science perspectives on the current world food situation with particular emphasis on New England, the United States, and Third World agriculture. We begin with a discussion on the extent to which trends and the present situation justify the term "crisis", followed by an examination of the ancient origins of agriculture and selected food and ecological crises in antiquity. The historical evolution of New England agriculture will provide groundwork for the study of the rise of modern agriculture in the United States, involving rapid technological change, an export orientation, the rise of agribusiness, and a centralized food marketing and processing system, fossil fuel dependence, the precarious condition of the small farmer, and the feasibility of efforts to revive rural communities around a small farmer base. The rise of European industry and the colonial impact on historical peasant agriculture will supply the conceptual background for a close look at several processes and cases: the population issue, the promise and pitfalls of Green Revolution technology, and the particular examples of Portugal, Turkey, the island of St. Kitts in the Caribbean, and Kenya, Tanzania, Chad, and the Sahel region in Africa. Nicaragua will be examined as a case of socialist agriculture and a possible alternative to dominant trends.

The class will meet for one and one-half hours twice a week.

NS 153 NATURAL HISTORY OF INFECTIOUS DISEASE

Lynn Miller

In this seminar we will study the coevolution of infectious disease and *Homo sapiens*. Every one is host to millions of potentially pathogenic microorganisms in their lifetimes, yet we rarely become ill due to those inhabitants. More than most subjects the natural history of infectious disease must be set against a historical background and discussed in terms of continuing change.

In the laboratory students will learn the practice of sterile and aseptic techniques with non-pathogenic microorganisms. Students are expected to design and carry out independent lab projects in small groups.

The course will meet two days a week for seminar, with the lab following immediately after. Students will need to spend additional hours in the lab to care for their experiments.

NS 172 THE NUCLEAR AGE

Allan Krass

Albert Einstein said that "nuclear weapons have changed everything except our ways of thinking." This course is an attempt to respond to that statement by examining how scientists, soldiers, politicians and others have thought and still think about nuclear weapons. The challenge to the student taking this course will be to work toward clarifying his or her own thinking on this issue.

The course begins with the creation of nuclear weapons by scientists, moves on to the early political discussions to use the weapons against Japan and to preserve the U.S. monopoly for as long as possible, and the subsequent military decisions on how to integrate nuclear weapons into U.S. military doctrine and strategy.

It then shifts to present day thinking about the role nuclear weapons play in U.S. national security, the risks of nuclear war, and the political, psychological and social costs of a peace which remains, in Winston Churchill's words "the sturdy child of terror and the twin brother of annihilation."

Students should expect a relatively heavy reading load and a strong emphasis on class discussion. Three short papers are required.

There will be some discussion of scientific and technical aspects of nuclear weapons and their effects, but there are no science or mathematics prerequisites for this course.

Class will meet for one hour three times a week.

Enrollment is limited to 20 by lottery.

NS 199 PROJECT COURSE

Merle Bruno and Frederick Wirth

The project course will be supervised by two Natural Science faculty: a biologist and a physical scientist. Students who have started projects in their first courses or who have ideas for projects that grew out of those courses will meet as a group with the instructors weekly. These meetings will engage the students in two types of activities: to present progress reports and final reports and for seminars on research methods, data presentation and analysis, and research writing techniques. The instructors will also consult individually with students to help them focus their questions and develop their projects.

Students are expected to continue meeting weekly with the group after their projects are complete to help form an audience and act as resources for others in the class.

Class will meet once a week for one to three hours (determined by size of class) and students will regularly meet individually with the instructors.

NS 207 ECOLOGY

Charlene D'Avanzo

This course is an introduction to the theories and concepts of ecology. Students will gain an appreciation for the very different ways ecologists approach the study of natural systems. Topics covered include factors limiting populations at the community level, and larger scale studies (such as nutrient cycles) appropriate at the ecosystem level. A basic ecology text plus several classic papers will focus our lectures and discussions. In the laboratory section of this course, students will design and carry out three field-laboratory projects in a forested habitat, a fire community, and the aquaculture systems in our solar greenhouse.

Class will meet twice a week for one and one-half hours, plus one afternoon lab.

NS 219 ANIMAL BIOLOGY

Kay A. Henderson

This course will survey the biology of economically important domestic species. We will discuss how genetics, physiology, and nutrition are used in formulating modern management practices. Specific topics which will be covered include: inheritance and the application of qualitative and quantitative genetics to livestock improvement; mechanisms of reproduction; how animals convert feed into milk, meat, and fiber; how animals adapt to environmental changes; and how we can manipulate biological processes to maximize production. An important component of this class will be the comparative growth study which will focus on the birth, growth and development, behavior, nutrition, and management of a variety of laboratory and agricultural species.

Class will meet for three hours weekly plus a three hour lab. Students must spend additional time working with the animals on the growth study. Reading assignments include both text and primary research sources. An individual class project is required which will be presented in a class symposium as well as in manuscript form.

NS 226 PHOTOSYNTHESIS AND EVOLUTION

John Foster

The evolution of present-day photosynthesis in green plants has been a subject of much lively debate. The various classes of photosynthetic bacteria, cyanobacteria (blue-green algae), and higher plants have been arranged in neat evolutionary sequences on the basis of morphology and patterns of biochemical function. This seminar will examine in some detail the process of photosynthesis in bacteria and higher organisms, the ecological distribution of the various photosynthetic species, and their possible evolutionary implications. It will then turn to some of the new literature based on amino acid sequences in proteins and base sequences in DNA, which are forcing biologists to rethink some of their pet ideas. Much argument should ensue.

I am working on a project in collaboration with Dr. R. Clinton Fuller, Professor of Biochemistry at the University of Massachusetts. I am studying the interactions between respiration and photosynthesis in a photosynthetic bacterium. There are numerous aspects of the work which are well suited to Division III projects. This seminar is a prerequisite for any student wishing to work with me on such a project.

Class will meet for one and one-half hours twice a week.

NS 230 THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS

Raymond Coppinger

Domestic cattle, swine and fowl continue their

neolithic revolutionary impact on the cultural and ecological surface of the earth. All but one of the continents devote extensive tracts of land to these animals, animals which not only shaped the land but also affected the climate. Wars are fought over them; economics are based on them.

These animals are also fascinating to study from a behavior and evolutionary point of view. Selections for growth rate, reproductive rate, and docile behavior gave us a practical understanding of the evolutionary process and were a major factor in tipping Darwin off to natural selection. Many of these animals' ancestors still exist, and have been studied in detail. Their descendants exist locally and are available for study in their "natural environment."

We will study in detail the evolution of behavior and will explore the processes of evolutionary change such as neoteny and allometry. Students should have some training in genetics, anatomy, physiology, and basic behavior or must expect to make up any deficiencies during the course. Students will prepare discussion topics for class presentation, annotated bibliographies on various topics, and will submit a major review paper.

Class will meet for one hour three times a week.

NS 250 BIOLOGICAL ANTHROPOLOGY

Alan Goodman

"Life is lived forward but understood backwards" (Kierkegaard).

Biological anthropology includes both the study of human evolution and contemporary human variability. Bridging the biological and social sciences, biological anthropology aims to understand human nature, its diversities and similarities, past and present, whether biologically or culturally based.

This course provides an introduction to this field of study. We will begin by laying out the data for human evolution, the "bones and stones", and then consider a variety of theories and mechanisms which may have promoted these changes. In the second half of the course we will review data on contemporary human variability in size, shape, color, blood groups, and a diversity of other biological traits. We will then consider the adaptation problems and ecological conditions faced by differing human groups which may have promoted the incredible biological diversity of our species.

This course will be almost equally divided between lecture/discussion and hands-on laboratory work with casts of human fossils and the collection and analysis of data on contemporary human variability. It is especially recommended for those who are interested in doing graduate work in anthropology or biology or in pursuing a career in the health sciences.

Class will meet for one and one-half hours twice a week.

Instructor's permission is required for those who have not finished their NS Division I exam.

NS 261 INTRODUCTION TO CALCULUS AND COMPUTER  
MODELING FOR SCIENTISTS AND SOCIAL  
SCIENTISTS

David C. Kelly

Traditionally, the mathematical preparation for scientists and quantitatively-minded social scientists begins with a year or more of the calculus. Easy access to high speed computers has increased the usefulness of other tools. For almost all scientists and social scientists (with the possible exception of physicists and engineers) the content of this course is more appropriate than the calculus. Topics will include:

Functions and graphs  
Computer simulation, calculation, and plotting  
Elementary linear algebra (vectors and matrices)  
Linear Models (including input-output analysis, linear regression, and analysis of variance)  
Concepts of the calculus (the language and its interpretation)  
Difference methods (applied to approximating solutions to differential equations)  
Elementary probability and statistics (including the use of interactive statistical programs to save, modify, and analyze data)

No previous programming experience is required; the computer will be used throughout the course.

Class will meet for one and one-half hours three times a week; additional evening problem sessions will be scheduled using on-campus teaching assistants. Regular substantial problem sets will be assigned and will constitute the heart of the course work.

NS 263 TOPICS IN DISCRETE MATHEMATICS

To be announced

Computer science has spurred increased interest and activity in the analysis of algorithms: exactly how do we find the greatest common divisor of two numbers or the largest number in a set, and how long can it be expected to take? In this course we shall explore a broad range of topics from logic, combinatorics (fancy counting), number theory, graph theory (trees and networks), and elementary probability theory; we'll pick up some pretty mathematics, discover the joys of recursion, and develop some powerful tools for expressing and solving problems. There will be lots of assigned problems, and the opportunity to learn and use the computer.

Class will meet for one hour three times a week.

NS 283 GENERAL PHYSICS B

Frederick Wirth

We will make a systematic investigation of electricity and magnetism, wave motion, and optics. Much of the information in this course will originate in the laboratory and then be examined in the classroom setting. This is a continuation of General Physics A in the sense that together the courses form a comprehensive study of introductory physics topics. Students should have previously completed Physics A or had equivalent exposure to introductory mechan-

ics. The course will presuppose a knowledge of algebra, vector manipulation and the calculus, but students willing to shoulder an extra load during the first two weeks of the semester can get help with these topics. The laboratory will also be concerned with electronics, data acquisition and processing, noise reduction tactics and many other topics involving use of state-of-the-art equipment--valuable experience for anyone considering an experimental career. Please note "Physics Help" following this description.

Class will meet for one and one-half hours three times a week, plus three hours once a week for lab.

Enrollment is limited to 20.

NS 289 THE IGNEOUS ROCKS OF NEW ENGLAND

John B. Reid

This course is an introduction to the field and laboratory interpretation of rocks that once existed as parts of active volcanic systems. We will develop ways of looking at static pieces of rock, and reconstruct the dynamic volcanic processes that led to their formation. Emphasis will be placed on field and microscope textures and on major and trace element chemistry using volcanic rocks in the Connecticut Valley and subsurface igneous rocks in New Hampshire and Eastern Massachusetts. Of central concern is the relationship of these rocks to large-scale processes such as plate tectonics, and the geologic evolution of New England. Readings will be largely from primary literature. Students will be evaluated on the basis of contributions to class discussions and a term-long research project/paper on some aspect of the course of the student's choosing.

While this course is intended for all students interested in developing a more sophisticated understanding of geologic processes, students with no prior coursework in geology should talk to the instructor beforehand.

Class will meet twice a week for one and one-half hours plus one afternoon field trip. There will also be two weekend trips involving a lab fee of approximately 30 dollars.

NS 295 HITCHCOCK CENTER PRACTICUM IN  
A&B ENVIRONMENTAL EDUCATION

Merle Bruño and Karen Bourdon

The Hitchcock Center for the Environment provides a variety of opportunities for students who wish to gain teaching experience in environmental education. More detailed descriptions of two of the opportunities are given below. Call Karen Bourdon (256-6066) before you register for either of these activities.

A. Integrated Environmental Education

This program emphasizes the development and implementation of an activity-oriented environmental education program. Participants will work with the Hitchcock Center staff leading Amherst area school children on environmental field trips. The program provides an opportunity to learn about and facilitate environ-

mental learning experiences while offering familiarity with environmental education resources, teaching methods, and curriculum development.

Participants are expected to complete a variety of short reading and writing assignments, assist with one field trip per week, observe two elementary school presentations, and write a final three-part mini-curriculum unit.

Evaluation will be based on completion of all assigned work and full and regular participation in all scheduled meetings.

#### B. Environmental Curriculum Development

Participants will work with the School Program Coordinator to develop and implement environmental classroom presentations. Students meet with the instructor once a week at a mutually convenient time to develop an original presentation and to learn to implement a presentation already on file. Participants are expected to participate in several classroom presentations and complete the assigned reading. A written description of an original presentation is required.

Evaluation will be based on reliability, quality of presentations, and written work.

Five College students may request a P/F grade.

\*School Program Coordinator, Hitchcock Center for the Environment.

#### NS 302 ADVANCED TOPICS IN MARINE ECOLOGY

Charlene D'Avanzo and Paulette Peckol\*

Students in this seminar will read and discuss a series of research papers that are critical, new, or controversial to the field of marine ecology. Each session will be devoted to a single topic such as predation and competition in the intertidal zone, Galapagos rift ecology, food webs in salt marshes and mangroves, and production of algae in the subtidal. Students will select a topic, lead a discussion, and write a paper reviewing this topic. Prerequisites include a course in ecology or marine biology.

Class will meet for three hours one day a week at Smith College.

\*Five College Coastal and Marine Science Professor.

#### NS 310 COMPUTER LANGUAGE IMPLEMENTATION

Albert S. Woodhull

This course will explore implementation of interpreters, assemblers, and compilers. These computer programs take as input other programs and either produce a version of the input program translated into another language or directly cause the host computer to execute operations that make it appear the input program was written in the "native" language of the host.

We will explore theoretical concepts in translator design, but there will be an emphasis on

practical application. In addition to reading from texts and other sources we will also study, and perhaps modify, some interpreters and compilers for which source code is available. Projects will include writing a useful interpreter or compiler.

Prerequisites: participants will be expected to have background equivalent to courses in Pascal programming and data structures. Experience in assembly language programming is also recommended.

Class will meet for one and one-half hours twice a week.

#### NS 316 LINEAR ALGEBRA AND ITS APPLICATIONS

David C. Kelly

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken either NS 261 (Introduction to Calculus and Computer Modeling for Scientists and Social Scientists) or NS 260 (The Calculus) and useful to most consumers of mathematics.

Included will be discussions of finite dimensional vector spaces, matrix multiplication, eigenvectors and geometric transformations. Applications will be made to computer graphics, physics, probability, statistics, economic and environmental models, differential equations, linear programming, and game theory.

Class will meet for one and one-half hours three times a week and will require substantial amounts of problem solving.

#### NS 320 BOOK SEMINARS IN MATHEMATICS

To Be Announced

Whenever a group of students decides that they'd like to learn a certain piece of mathematics, they are encouraged to meet with one of Hampshire's mathematical faculty members to arrange a book seminar.

Students in a book seminar will meet with an instructor for one hour each week and amongst themselves several hours each week.

Topics which have been proposed for book seminars include:

Modern Algebra: The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics and puzzles.

DIV, Grad, Curl: Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields.

Probability: The mathematics of chance and theoretical background for statistics.

Complex Variables

Differential Equations

NS 327 MOLECULAR BIOLOGY LABORATORY

Lynn Miller

Students interested in carrying out extensive research in the molecular biology of symbiotic nitrogen fixing organisms may join the ongoing activities of this lab. Students must have completed successfully either a biochemistry, a cell biology, or the January Term gene cloning course.

Class will meet one afternoon a week plus other laboratory time.

Enrollment by instructor's permission.

NS 331 HEALTH IN AMERICA: THE DEVELOPMENT  
SS 331 OF A PUBLIC CONCERN

John Foster, Ruth Rinard, and  
Robert von der Lippe

Any visit to a colonial cemetery will reveal from the dates on the tombstones that infant mortality was very high then, and that life for adults was much shorter than it is now. Our emergence from this condition (not much better than still exists in Third World countries today), is due in large part to measures taken by government at considerable public expense. This seminar will focus on the historical, scientific, and technical developments leading to the emergence of the health of individual citizens as a major priority in public policy and to the rise of health-related expenditures as a major fraction of the national budget. Our attention will range from the colonial period to the present. Through a series of case studies we will look critically at the interplay of factors which have influenced the development of public health policy. We will examine traditional conceptions of prevention and cure, the development of public health techniques and laws, the role of science and medicine, the impact of war and changing systems of health care delivery. The last portion of the semester will be devoted to projects chosen by individual students on some aspects of public health developments in American society. A final written project report will also be required of each student for successful completion of the seminar and for evaluation.

The seminar will meet twice each week for one and one-half hours. Enrollment in open. Every student who takes the seminar must have passed a Division I examination in Social Science and in Natural Science.

NS 335 ADVANCED HUMAN ANATOMY

Debra L. Martin

This laboratory course is recommended for students who plan to enter advanced degree programs in medical or biological sciences. Students enrolled should have had some previous exposure to human biology, physiology, anatomy, cell biology, or histology. The course will provide a forum for the intensive review of human gross anatomy, dissection emphasizing comparative functional and structural anatomy, and exploration of current hot topics in the area of anatomy. Controversial topics to be explored include the anatomy of malnutrition,

the socio-economic implications of organ transplants, the use of animals in experimental research, an examination of why autopsies are done less frequently, and other anatomical mysteries.

The weekly sessions will be divided among round-table "journal club" style discussions of current topics, intensive reviews of anatomy, and rabbit dissection. While no project is required, a lab notebook must be turned in which contains notes on readings and discussions as well as protocols, observations, and drawings from the dissection. Evaluations will be based on the thoroughness of the lab notebooks, attendance and participation, and general level of commitment and engagement in the course.

Enrollment limit: 12

Laboratory fee: \$15

Prerequisites: Two completed courses in the biological sciences.

Course will meet for two and one-half hours once a week.

NS 337 ADVANCED PHYSIOLOGY AND BIOPHYSICS

Ann Woodhull

Chemistry and biophysics is the application of chemistry, physics, and mathematics to processes within living organisms. For example, the electrical activity of nerve fibers can be understood as the movement of ions and can be described by mathematical models. The flow of fluids in the cardiovascular system can be modelled by Poiseuille's Law and other physical principles. Athletic activities and movements of animals are analyzed in terms of Newton's laws. The biochemical activity of many drugs and natural compounds can be understood much better if one uses chemical kinetics.

Students in two distinct areas may be interested in this course: physical science students seeking application of this background, and students of biology and health (including exercise) who want to understand bodily processes in greater depth.

Using both texts and primary papers, we will analyze the above and other topics in class meetings; problem sets will also be assigned. The lab will consist of extended projects in three or four areas, including the use of the electromyograph for computerized data collection (with statistical data analysis), biochemical analysis of a human task, and others. The laboratory work will be original, with scope for exploring students' ideas, and reports in the form of scientific papers will be required.

Prerequisites: some college background in chemistry and mathematics or physics; a previous physiology course is desirable.

Classes will meet for one and one-half hours twice a week and an afternoon of lab.

NS 338 RESEARCH IN REPRODUCTIVE PHYSIOLOGY

Key Henderson

Students will be involved in ongoing experiments



STATE AND SOCIETY  
SS 275

Bengelsdorf  
Cerullo  
Mazor

THE DIVERSE TRADITION:  
UNORTHODOX COMMUNISMS OF  
THE TWENTIETH CENTURY  
SS 278/HA 278

Bengelsdorf  
Lewis

REPRODUCTIVE TECHNOLOGY  
LEGAL AND ETHICAL IMPLICATIONS  
SS 290

Gallagher

### 300 LEVEL

300 level courses are advanced courses for students with previous work in the subject. Instructor permission is required for enrollment.

ETHNOGRAPHIC RESEARCH: THEORY,  
METHOD, AND PRACTICE  
SS 302

Glick

PERSONALITY, MORAL DEVELOP-  
MENT AND SOCIAL LIFE  
SS 304

Cerullo  
Mahoney

WOMEN IN ASIAN SOCIETIES  
SS 308

Johnson

STATE AND SOCIETY IN THE  
MIDDLE EAST AND NORTH AFRICA  
SS 326

Ahmad

OBSERVER AND OBSERVED IN  
LITERATURE, ANTHROPOLOGY  
AND FILM  
SS 328/HA 328

Yngvesson  
D. Smith

HEALTH IN AMERICA: THE  
DEVELOPMENT OF A PUBLIC  
CONCERN  
SS 331/NS 331

von der Lippe  
Foster  
Rinard

THE POLITICAL ECONOMY OF  
THIRD WORLD DEVELOPMENT:  
MODELS, METHODS, AND  
HISTORICAL PERSPECTIVES  
SS 335

Holmquist  
Weaver

SOCIAL CONSTRAINTS OF  
KNOWLEDGE PRODUCTION  
SS 338

Hogan

## Course Descriptions

SS 113 PROBLEMS IN URBAN POLITICAL ECONOMY

Lloyd Hogan, Michael Ford

The course is designed as an exercise in methods of inquiry by economists. Specific problems of urban living are used as the mechanisms through which existing knowledge is given greater clarity and understanding. Some of the problems dealt with are poverty, unemployment, educational crises, crime, inadequate health care, housing blight, congested transportation, environmental pollution. Great emphasis will be placed on (a) the manner in which economists formulate the problems to be solved, (b) the conceptual or theoretical equipment employed in arriving at solutions, (c) the data requirements for testing the solutions, (d) the data sources which now exist, (e) the critical limitations of the solutions.

Successful completion of the course will also require an independent research paper. The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 122 POWER AND AUTHORITY

Robert Rakoff

The aim of this course is to critically analyze the structures of power and authority in American politics, workplaces, and families. We will look at the institutions and practices which characterize the exercise of power, at the ways in which such institutions become legitimate in the eyes of citizens, and at the processes which might de-legitimize and radically alter existing structures of power and authority. Power relations to be examined will include rulers and ruled, masters and slaves, men and women, adults and children, bosses and workers, and experts and non-experts.

The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 124 THE PROBLEM OF MOTHERHOOD AND WORK IN THE TWENTIETH CENTURY

Penina Glazer, Maureen Mahoney

Using psychological and historical studies, we will examine attitudes toward working mothers and the impact of work on women's public and private lives. Psychologists have consistently emphasized the importance of maternal availability for the healthy development of the child. Feminist scholars, asking what is good for the woman rather than the child, have emphasized the importance of work for women's lives. Sociologists have warned that combining roles of motherhood and work will create "role strain." And child development experts have worried about the negative effects of "maternal deprivation." All of the "inputs" have changed their position over time about their expectations of appropriate women's roles.

Historians have begun to explore the ways in which these changing arguments in the debate about motherhood and work reflect broader social, political, and economic changes. Taking a historical perspective, we will ask how theories of motherhood and work are developed? What role does scientific research play? To what extent do cultural attitudes influence the theory? How do changing economic conditions influence cultural and theoretical attitudes? Using the work of Friedan, Bowlby, Rossi, and Spock, among others, we will examine changing ideas about women as mothers and workers. This course is co-taught by a historian and a psychologist.

The class will meet twice a week for one and one-half hours each time. Enrollment is open.

SS 151 THE WORLD FOOD CRISIS  
NS 151

Frank Holmquist, Raymond Coppinger

The course combines natural and social science perspectives on the current world food situation with particular emphasis on United States and Third World agriculture. We begin with a discussion of the extent to which trends and the present situation justify the term "crisis," followed by an examination of the ancient origins



of agriculture and selected food and ecological crises in antiquity. We will look at the rise of modern agriculture in the United States, involving rapid technological change, an export orientation, the rise of agribusiness and a centralized food marketing and processing system, fossil fuel dependence, the precarious condition of the small farmer, and the feasibility of efforts to revive rural communities around a small farmer base. The rise of European industry and the colonial impact on historical peasant agriculture will supply the conceptual background for a close look at several processes and cases in the Third World: the population issue, the promise and pitfalls of Green Revolution technology, international trade, and the particular examples of Portugal, Turkey, the island of St. Kitts in the Caribbean, and Kenya, Tanzania, Chad, and the Sahel region in Africa. Nicaragua will be examined as a case of socialist agriculture and a possible alternative to dominant trends.

The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 203 WORLD POLITICS

Eqbal Ahmad

This lecture/discussion course aims at providing students with a historical background and frame of analysis for further studies in international relations and comparative politics. It surveys the nature and interplay of the ideologies, institutions, and issues which largely define world politics in our time.

The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 204 FROM ENLIGHTENMENT TO REVOLUTION:  
THE ORIGINS AND IMPLICATIONS OF  
THE FRENCH REVOLUTION

Nancy Fitch

This course will explore the economic, social, intellectual and political developments of the eighteenth century in Europe as they emerged in the context of world capitalism. It will pay particular attention to the impact of slavery in the French colonies of the Caribbean, the rise of nation states, the emergence of enlightenment thought, feminism, and popular politics during the eighteenth century. In examining the Revolution itself, we will consider the politics of the Terror, Jacobins, sansculottes, the Society of Republican Revolutionary Women, and Free Blacks and slaves in Saint-Domingue (Haiti). Readings will include selections from Montesquieu, D'Alembert, Rousseau, de Tocqueville, Michelet, Marx, and Mary Wollstonecraft as well as C. L. R. James, The Black Jacobins; Francois Furet, Interpreting the French Revolution; and Marie-Helene Huet, Rehearsing the Revolution.

The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 207 STATISTICS AND DATA ANALYSIS

Donald Poe

This course is an introduction to data analysis. It is designed primarily to give students the intellectual concepts plus the computing tech-

nical skills necessary to make intelligent interpretations of data. We will cover data description, probability theory, hypothesis testing, correlations, parametric and nonparametric tests of significance. In addition we will be using the popular computer package SPSS-X at all stages of our work. Students do not need any computer background nor any previous statistics courses, although a working knowledge of algebra is helpful.

The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 211 ECONOMIC DECISION MAKING THEORY

Stanley Warner

Framing an economic question in a fashion that permits systematic analysis is itself a creative task. This course explores a variety of economic decision-making techniques, first to understand their advantages and limitations and second to develop a comparative sense of problem-solving strategies. We will begin with the theory of the profit-maximizing firm as a prototype of the framework that underlies much of economic theory. Risk and uncertainty will be introduced together with alternative approaches for modeling them. The difficult issue of time dimensionality will be examined through capital expenditure analysis and cost-benefit analysis. Other topics will include linear programming, economic forecasting, input-output analysis, and game theory.

Consideration of decision making in the public and nonprofit sectors will move us beyond profit maximization as the central objective. Problems in valuing human life and limb, environmental aesthetics, or the "worth" of a social program will lead us into areas thought to be subjective and nonquantifiable. This course offers a foundation in economic reasoning appropriate for concentrators in economics and business and for those who intend to make economic analysis a part of their Division II and III work. Introductory Economics is strongly recommended as a background.

Work for the course will include regular problem-solving exercises, some of which will require assembling your own data. The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 242 CRIME AND PUNISHMENT

Lester Mazor, Donald Poe

This course will review each of the principal aspects of the law and institutions involved with crime and punishment to develop an understanding of both their specific character and their general role in contemporary society.

We will use the perspectives of law and social psychology to consider such institutions as the police, the criminal courts, prosecution and defense lawyers, probation, incarceration and parole; the main features of the substantive and procedural criminal law and proposals for change in them; and specific controversies over the uses of the criminal justice system. Although our emphasis will be strongly upon the contemporary United States, we will place our study in historical and comparative perspective.

Films, guest lectures and other events related to the course will be arranged as public events to be held other than at the regular class meeting times. The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 259 WORKPLACE DEMOCRACY

Stanley Warner

This course will serve as an introduction to worker participation and democratic self-management. It will cover the history and theory of democratic management, contemporary case studies, and issues of strategy and implementation. It will compare participatory forms in governmental and private sector organizations with their traditional counterparts, and seek to evaluate the strengths and weaknesses of different types of participatory organizations. It will also examine cases of participation and worker management from a number of European countries, including Spain, Italy, Yugoslavia, and England.

The readings will include Shearer and Carnoy's Economic Democracy: Prospects for the Eighties; Swerdling's Workplace Democracy; Montgomery's Worker's Control in America; Horvat, Marcovic, Supek's Self-Governing Socialism; and Bernstein's Workplace Democratization. The course will feature a number of guest speakers, films, and occasional field trips. It is open to graduate students, who will be expected to research and lead discussions on special topics. A background in economics is helpful although not required.

The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 261 JAPANESE SOCIETY

Stephen Smith\*

This is an anthropological introduction to the cultural values and social organization of contemporary Japan. The course will emphasize the changing roles of kinship, the family, and local community in modern life, from a comparative perspective. Other issues to be considered will include sex roles, religion and values, business organization, crime and the law, education, and health care.

Students are expected to attend class regularly, participate in classroom discussion, and do assigned readings. There will be two take-home exams. In addition, students will write a short (8-10 page) paper. Reading assignments will be drawn from the current social science literature and will include a number of anthropological monographs, such as Ronald Dore's Shinohata: A Portrait of a Japanese Village, and Thomas Rohlen's Japan's High Schools.

Class will meet twice a week for one and one-half hours each session. Enrollment is open; no enrollment limit. Any student who has questions about the course should feel free to call Prof. Smith at 256-4284.

\*Five College Assistant Professor of Anthropology

SS 262 FAMILY IN CROSS CULTURAL PERSPECTIVE

Nancy Fitch, Kay Johnson, Frances White, Barbara Yngvesson

This course will provide a historical and cross cultural perspective on the power of the family. We will examine family structure, practices and values in a comparison of European, Chinese, African, Latin American and North American societies from the seventeenth to the twentieth centuries.

We intend to examine the following themes across these family systems with special attention to defining and understanding the mechanisms of social change: (1) the relationship between power within the family and power outside of it; (2) the role of the family in sustaining capitalist, patriarchal, and socialist social orders and sometimes as harbinger of resistance to each; (3) sexual practices, attitudes, and ideology; (4) child rearing practices and attitudes; (5) the relationship between the family, work, and politics for women and men; (6) consumption patterns (especially dress and deportment).

The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 273 DOCUMENTARY AND ETHNOGRAPHIC FILM  
HA 273

Leonard Glick, Abraham Ravett

Documentary films portray real people and actual events as interpreted by filmmakers whose goal is to present a specific perspective on human experience. In an important sense, then, documentaries do not simply present "facts"; they present a particular individual's (or group of individuals') creative interpretation of an aspect of human life. Ethnographic films are a form of documentary; they portray unfamiliar ways of life as interpreted and explained by anthropologists. An important characteristic of good ethnographic films is awareness of cultural determinants of human behavior, and indeed that is to be found in many good documentaries that are not ordinarily described as ethnographic films.

This course will introduce you to documentary and ethnographic films, tracing their development historically, analyzing the emergence of new forms, and aiming to build critical viewing competence. Beginning with some of the earliest documentaries, we'll proceed to the work of Robert Flaherty, who ranks as a pioneer in both documentary and ethnographic film. We'll continue tracing the evolution of both traditions, devoting the latter part of the course to seeing as many outstanding recent films as possible. Each class will include at least one film, followed by discussion.

Students will be expected to write several critical essays, either exploring one film thoroughly, comparing two or more films from a particular perspective, or discussing an aspect of filmmaking (e.g., editing, narration) with reference to films seen in class. You will also have the option of producing your own documentary or ethnographic study on film or videotape. The course is intended primarily for students at the Division II level, preferably with some prior knowledge of film and/or anthropology. The class will meet twice a week, once for three

hours and once for two and one-half hours. Enrollment is open.

SS 275 STATE AND SOCIETY

Carol Bengelsdorf, Margaret Cerullo,  
Lester Mazor

This course will examine past and present critiques of the capitalist and socialist states and their relation to society. Theories of Rousseau, Hegel, Marx, Lenin, Weber, and Gramsci, as well as writers engaged in the current debate will be studied. Specific topics include an examination of feminist critiques of the state, a look at the socialist state in advanced and developing societies, the capitalist state in Third World development, the history and politics of the capitalist welfare state, the state in German fascism, ideology and consciousness regarding the state, the relationship between class structure and the state, the role and function of formal political structures, and scenarios for the future.

The class will meet twice a week for one and one-half hours each session. Enrollment is unlimited, but instructor permission is required. Come to first class.

SS 278 THE DIVERSE TRADITION: UNORTHODOX  
HA 278 COMMUNISMS OF THE TWENTIETH CENTURY

Carol Bengelsdorf, Jill Lewis

This course will examine the written work of political activists and writers who, in texts ranging from political theory, fiction, tracts, speeches, letters and poetry, trace their critical and desiring positioning in front of the historical developments, social activism, political discourses and revolutionary visions of their time.

The course will explore the work of Gramsci, Rosa Luxembour, Alexandra Kollontai, Che Guevera, Paul Eluard, Christa Wolf and Aime Cessaire.

The class will meet once a week for two hours each session. Enrollment is open.

SS 290 REPRODUCTIVE TECHNOLOGY: LEGAL AND  
ETHICAL IMPLICATIONS

Janet Gallagher

Popular media reports on technological developments in the area of human reproduction speak of new hopes, new threats and new questions. The seminar will examine issues of access to the new technologies, their impact on public consciousness, and the individual's right to refuse them. Among the topics to be discussed: artificial insemination, in vitro fertilization, embryo transplants, surrogate motherhood, fetal surgery and neonatal intensive care.

The seminar will meet once a week for two hours. Enrollment is unlimited but instructor permission is required.

SS 302 ETHNOGRAPHIC RESEARCH: THEORY, METHOD,  
AND PRACTICE

Leonard Glick

Ethnographic research does not have to be conducted in New Guinea or North Africa; it can be done in New York or Northampton. This course will consist of a six week introduction to ethnographic method and theory, followed by a six week field project. During the final two weeks the class will meet to share experiences and present research reports. Each week during the introductory period we'll read and discuss one ethnographically styled study of a community or group similar to those who might be subjects for your research. By the fourth week you'll be expected to present a tentative research proposal. During the six week research period each student will meet with me at least three times to discuss plans, progress, and problems. By the fourth week of that period, you'll be expected to submit a carefully constructed outline for your paper and at least eight typed pages of text in first draft. Successful completion of the course will include a presentation to the class during the final two weeks and a completed research paper of no less than twenty typed pages.

Two one and one-half hour class meetings each week for the first six weeks and final two weeks. Regularly scheduled individual meetings during the research period. Limited to 12 Division II students, by consent of instructor. Please submit a typed paragraph on why you want to take the course and what you might do.

SS 304 PERSONALITY, MORAL DEVELOPMENT AND  
SOCIAL LIFE

Margaret Cerullo, Maureen Mahoney

Personality development and socialization can be seen as two ways of conceptualizing the same process. Theories of personality development, however, have traditionally been the domain of psychology, whereas socialization has been the concern of sociologists. These two perspectives have led psychologists and sociologists to formulate different kinds of questions, but there are several points of intersection. These points emerge in theories that examine the nature of motivation in relation to developing social behavior. Such theories raise the questions of moral and cognitive development on the one hand, and the importance of social and peer relations on the other. The process of socialization is then conceived partially as one of learning, and learning, in turn, is seen as participation in social interaction. Feminist psychologists and sociologists have underlined that each of these processes has a gender dimension.

We shall examine the interrelation of psychological and sociological theories as they address these issues through the work of Freud, Rousseau, G. H. Mead, Durkheim, Sullivan, Chodorow, Juliet Mitchell and Carol Gilligan. The following are examples of questions that will be considered: (1) How does the theorist define the relationship between innate motivation and learned values? What are the significant elements in socialization? What roles does rationality play? (2) How do social cohesion and social order come into being? Is societal conflict inevitable? Are individ-

uals necessarily and naturally brought into opposition with social order? What is self-interest? (3). Why do certain theories give such importance to communication and meaning in the creation of social order, while other theories attribute more importance to self-preservation? The interdisciplinary focus will be represented by the instructors as well as the subject matter -- Margaret Cerullo is a sociologist and Maureen Mahoney is a developmental psychologist.

Enrollment is unlimited but instructor permission is required. The course will meet once a week for two hours each session.

SS 308 WOMEN IN ASIAN SOCIETIES

Kay Johnson

This course will explore the cultural construction of gender in China and other Asian societies during the nineteenth and twentieth centuries. We will examine women's roles in these societies in an attempt to understand mechanisms of both social change and continuity and their impact on women's power and status. Course materials will stress the use of a variety of disciplinary perspectives, including those of anthropology, sociology, history, political science and literature. Major themes in the course will include: traditional cultural images of women; traditional forms of male dominance and the role of the state; sources of female power and influence; the historical development and role of women's movements and organizations; the impact of socialist vs. capitalist economic development on women's roles; the impact of government population policies on women and the family.

The class will meet once a week for two hours. It will be conducted as a seminar with sessions divided between general discussions of assigned readings and student presentations of research projects on relevant topics of their choice. Division III students may tailor their presentations to fit their Division III topics and use this course for their integrative requirement. Enrollment is unlimited.

SS 326 STATE AND SOCIETY IN THE MIDDLE EAST  
AND NORTH AFRICA

Eqbal Ahmad

This course has two objectives: (1) to view critically the approaches and assumptions behind contemporary studies on the Third World; (2) to study the crises of power, ideology, and social change in the Middle East as they affect local, regional, and international politics.

The class will meet one evening a week for three hours. Enrollment is limited to 20. Instructor permission is required.

HA 328 OBSERVER AND OBSERVED IN  
SS 328 LITERATURE, ANTHROPOLOGY, AND  
FILM

David Smith, Barbara Yngvesson

This course attempts to combine the insights of cultural anthropology and literary and film criticism by examining texts--ethnographies, satire, fiction, documentary film material--in

which the relationship of an outsider-observer to a particular community is an issue.

We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present them coherently and artistically, and we examine the work of practicing anthropologists and/or filmmakers to "present" actual communities truthfully and accurately through their field-work, writing, reporting, or visual medium. In particular we're interested in the notion that ethnography and some forms of fictional writing and film result from an encounter of observer and observed. This encounter with its effects and outcomes establishes authenticity and requires critical attention.

Texts in the course vary widely, and include ethnographies, papers dealing with problems in the fieldwork process or theoretical discussions, literary texts; films, which in past years have included Dead Birds, Women of Marrakech, and various ethnographic and artistic films, including work of contemporary women filmmakers presented by themselves. In the films and texts there is an interesting tension between the perception of the filmmaker and the anthropologist, and a fascinating working style which involves active relationships and participation in the culture being observed. We will look closely at this question of (either) involvement or "distancing" in the texts and films we select.

We want this course to appeal to budding anthropologists, students of literature, writers, photographers and filmmakers, journalists, and others whose work involves them in an "observing" encounter. You will be expected to attend class regularly, to view all films when scheduled, to participate in discussion and to turn in short papers (on time).

The class meets one and one-half hours each session. Open enrollment but we reserve the right to limit class size.

SS 331 HEALTH IN AMERICA: THE DEVELOPMENT  
NS 331 OF A PUBLIC CONCERN

John Foster, Ruth Rinard,  
Robert von der Lippe

Any visit to a colonial cemetery will reveal from the dates on the tombstones that infant mortality was very high then, and that life for adults was much shorter than it is now. Our emergence from this condition (not much better than still exists in Third World countries today) is due in large part to measures taken by government at considerable public expense. This seminar will focus on the historical, scientific and technical developments leading to the emergence of the health of individual citizens as a major priority in public policy and to the rise of health-related expenditures as a major fraction of the national budget. Our attention will range from the colonial period to the present. Through a series of case studies we will look critically at the interplay of factors which have influenced the development of public health policy. We will examine traditional conceptions of prevention and cure, the development of public health techniques and laws, the role of science and medicine, the impact of war and changing systems of health care delivery. The last

portion of the semester will be devoted to projects chosen by individual students on some aspects of public health developments in American society. A final written project report will also be required of each student for successful completion of the seminar and for evaluation.

The seminar will meet twice a week for one and one-half hours each session. Enrollment is unlimited. Every student who takes the seminar must have passed a Division I examination in Social Science and in Natural Science.

SS 335 THE POLITICAL ECONOMY OF THIRD WORLD DEVELOPMENT: MODELS, METHODS, AND HISTORICAL PERSPECTIVES

Frank Holmquist, Frederick Weaver

Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism, which historically has been seen as relentlessly progressive in economic (material) terms and conducive to the creation of democracy in the political order. These expectations are difficult to reconcile with the historical experiences of African, Asian, and Latin American nations, and scholars have made notable efforts to reformulate both traditions in an effort to account for the present and to understand the prospects of Third World nations.

We will critically assess a selection of books and articles that have engaged these problems in interesting ways. Although the purpose of this effort will be to deepen our understanding of developments in the Third World, we will pay considerable attention to theoretical issues.

This course is designed for advanced Division III and Division II students who have a background in political economy and in Third World studies. The class will meet on Monday evenings for three hours. Enrollment is unlimited but instructor permission is required.

SS 338 SOCIAL CONSTRAINTS OF KNOWLEDGE PRODUCTION

Lloyd Hogan

The major objective of the seminar is to develop some tactics for integrating our specialized Division III studies with the general corpus of human knowledge.

The seminar is structured around individual oral presentations related to the student's Division III independent research project. It should, as a minimum, state the problem, why you think it is so important, the major hypothesis you are trying to refute, who are some of the important authorities whose work you are replicating or criticizing, what are your major conclusions, what's lacking in your study.

No texts will be assigned. Oral discussions by other members of the seminar should provide an opportunity to expand your bibliography to include materials from other disciplines. Evaluation will be based on oral presentation and quality of participation in sessions when other students are making presentations. The seminar meets twice a week for two hours each session. Enrollment is unlimited.

## Division III Integrative Seminars

PEACE RESEARCH METHODS  
IN 384

Klare and  
Krass

PUBLIC POLICY SEMINAR  
IN 390

Rakoff

PEOPLE STUDYING PEOPLE  
IN 392

von der Lippe

WOMEN AND SCIENCE  
IN 394

Woodhull and  
Brown

ISSUES IN EDUCATION  
IN 396

Forc and  
Weayer

PROFESSIONAL WORK:  
PRIVILEGE AND SERVICE  
IN 398

Gluzer

IN 384 PEACE RESEARCH METHODS

Michael Klare, Allan Krass

An intensive seminar on research principles and methods intended for students who plan to undertake a research project on international peace and security issues during the course of the semester. The instructors will deliver introductory lectures on various approaches to peace research and will counsel students on the design and pursuit of their individual research projects. The course requires some background in peace and security studies and the presentation of a proposal for a research project at the beginning of the semester.

The class will meet once a week for two hours. Enrollment by permission of instructors only and limited to 20.

IN 390 PUBLIC POLICY SEMINAR

Robert Rakoff

This integrative seminar will provide a forum for discussion of what the American state does, who has power within and over it, who is affected by it, and how it can be studied critically. Common readings will cover contrasting approaches to the theory of the state, to the history of American state institutions, to the study of political power, and to the analysis of particular government programs. The seminar is designed for Division III students whose independent projects deal with analysis of domestic public policies, contemporary or historical, at any level of government. Students studying environmental, economic, social welfare, urban, or agriculture policies are especially welcome. We will organize regular discussions of each other's research focusing on shared methodological, theoretical, and political issues.

The seminar will meet once a week for two and one-half hours. Enrollment is unlimited but instructor permission is required.

Robert von der Lippe

Participants in this seminar will be responsible for presenting an extensive and detailed summary of their Division III work in progress. A particular emphasis in our seminar meetings will be on the topic/problem/value of people studying, observing, making observations, generalizations, conclusions about their fellow human beings. You may not have confronted this aspect of research before, but others have. We will try to provide support, guidance, and external readings to better inform the process of "people studying people." All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations.

The course will be limited to Division III students who have begun to write, even in a very early draft way, their Division III theses. The reason for this is that one source of material for analysis in the seminar will be your written work. If you have none because you haven't started your project, you will have nothing to contribute.

The class will meet once a week for three hours. Enrollment is limited to 16 by instructor permission.

IN 394 WOMEN AND SCIENCE

Ann Woodhull and Schiela Brown\*

This seminar will examine women's relationship to science. The readings will include biographies and essays of women scientists (Rosalind Franklin and DNA; A Feeling for the Organism), feminist criticisms of science (Biological Women: The Convenient Myth), articles on tokenism and racism, and statistics on women in science. We will address questions such as: How does science look at women? How are women scientists treated by their colleagues? Would the content of science change if more women were scientists? How do biological theories about women affect us, and how well based are these theories? How can women survive and prosper in the scientific community?

Both science concentrators and advanced feminist studies concentrators are welcome to take the seminar. Students will be expected to lead one discussion and to give a short presentation of work in progress.

The seminar will meet once a week for three hours and will be taught at Mount Holyoke College. Transportation will be arranged.

There will be an enrollment limit of ten Hampshire students and ten Mount Holyoke students.

\*Associate Professor of Chemistry, Mount Holyoke College.

IN 396 ISSUES IN EDUCATION

Michael Ford, Frederick Weaver

The integrative seminar will address some of the

most pressing issues and debates about elementary and secondary schooling in the U.S., with some attention to higher education. The readings, therefore, will include recent reports (e.g., A Nation at Risk) as well as more general background and interpretive works such as L. Cremin, The Transformation of the School and S. Bowles and H. Gintis, Schooling in Capitalist America.

Active participation in seminar discussion, at least one presentation to the group, and a short critical essay on the readings are necessary for successful completion of the seminar.

The seminar will meet once a week for two and one-half hours. Enrollment is unlimited, but instructor permission is required. Come to first class. For advanced Division II and Division III students.

IN 398 PROFESSIONAL WORK: PRIVILEGE AND SERVICE

Penina Glazer

All of us expect professionals with whom we consult to offer us expert services, objectivity, and ethical behavior. We were taught that professional status is based on long training and high achievement. Yet we are aware that in contemporary society there is a body of critical thought which questions the responsibility of the professions.

In this seminar we will use historical and sociological materials to address questions about expertise, objectivity, and ethical issues in professional life. We shall ask who gets to be a professional and who benefits most from professional services. What special expertise and responsibilities do professionals have? What forms of privilege do they claim and what forms of social control do they exercise?

This integrative seminar is especially intended for students in history and sociology, and related fields. It should also be of special interest to those concerned with medicine and health care, law, social work and social services.

The class will meet once a week for two hours each session. Enrollment is unlimited but instructor permission is required. Students will be evaluated on the basis of class participation, a class presentation, and a brief written summary of that presentation.

SPSPSPSPSPSPSP  
Special Programs

Business and Society

Hampshire's Business and Society Program is designed for students who intend to include a business/economics component in their fields of concentration. The Program emphasizes three factors in developing an individual plan of study: a) the importance of placing the study of business in a context that is investigative, questioning, and socially informed; b) the primacy of intellectual skills and certain areas of general knowledge; and c) the need to define a particular focus within the broad area

of business and economics that is pursued with depth and sophistication.

Hampshire students have been unusually creative in proposing programs that combine side-ranging liberal arts interests with the study of the business/economic environment in which these interests take concrete form. Careers or further graduate study have been pursued in health care administration, international business, agricultural economics, performing arts administration, environmental and energy economics and urban design, to name a few. Hampshire students are also known for a propensity to launch their own businesses, often within an alternative management framework.

The better graduate schools of business prefer students without narrowly defined "majors" in business. The need for the early planning of a concentration cannot be overstated. For more information about options, Five College resources, and graduate school expectations, contact Stan Warner or Fred Weaver.

## Computer Studies

Recent advances in technology have made computers an important part of our lives. From machines which keep records and do calculations to others which control microwave ovens and missile systems, computers now affect everyone in some way, and will probably play even more important roles in the near future.

The goal of the Computer Studies Program is twofold: we wish to help students think critically about the role computers now play in their lives, and to learn to use computers intelligently and appropriately. Offerings take several forms--including courses, workshops, and single lectures--and are intended to serve people with a variety of needs ranging from removing some of the mystique associated with computers, to helping those who wish to use computers as tools, to working with those who wish to study the machines themselves and their software. Several faculty are interested both in aspects of computer science and in the ways in which computers and related technologies impact on the individual and on society.

Computing facilities include a VAX 11/70 and a large number of microcomputers, many of which are interconnected by a local-area data network. The VAX is connected to more than 20 other computers in the Five College area, and VAX users can exchange information with users of these systems as well as hundreds of other systems joined by BitNet, CSNet, and UseNet. VAX terminals are located in Cole 313 and in Library G10; the public microcomputer facility is in Library 307. These facilities are available during normal building hours. Telephone lines and the data network provide access from other locations and when these buildings are closed. Special purposes microcomputer facilities are maintained by the Schools of Natural Science and Communications and Cognitive Science, and in the microcomputer laboratory in G-9 Library.

For further information, contact:

## COMMUNICATIONS AND COGNITIVE SCIENCE:

Jay Garfield  
Mark Feinstein  
Eileen Mahoney  
Richard Muller  
Neil Stillings

## HUMANITIES AND ARTS:

Daniel Warner  
Roland Wiggins

## NATURAL SCIENCE:

Ken Hoffman (on leave)  
David Kelly  
Albert Woodhull

## SOCIAL SCIENCE:

Don Poe  
Joan Landes

## Education and Child Studies

The Education and Child Studies Program at Hampshire College has two principal curricular emphases. The first is on child development, cognition, and the classroom, including such questions as language acquisition, educational testing, environmental education, multi-cultural education, gender roles, and the place of mathematical and scientific learning in cognitive development. The second emphasis is on schools and schooling as key social and cultural institutions, and it approaches current educational issues through history. Student concentrations in this second side of the curriculum can be organized around questions such as teaching as a profession (including certification processes, unionization, and women's professions), the changing character of schools' missions and purposes, public policy, economics of education, social mobility (with particular attention to racial minorities), post-secondary education, and family studies.

As should be clear from the examples, the two emphases overlap considerably and are distinguished essentially by levels of inquiry and focus. The faculty are committed to the principle that broadly conceived studies of educational institutions must be informed by a solid understanding of child development and learning theory, and conversely, that studies of teaching and learning must be firmly set in more general historical and social contexts to give meaning to classroom-level studies.

The Massachusetts requirements for teacher certification can be satisfied through some carefully designed concentrations. Speak to Dana Davis, program assistant (Ext. 409), for information regarding certification requirements, and she will also recommend the appropriate faculty person for advice on how certification may be feasible and as to whether it may be better to do certification work as post-baccalaureate study.

Students should also watch the Weekly Bulletin and the Magic Board throughout the year for important information and announcements about Education Studies meetings, speakers, and other events.

## Feminist Studies

The Feminist Studies program aims to raise critical feminist questions of the established traditions and to open new areas of research and speculation. With its roots in the feminist movement, feminist studies seeks not only to interpret women's experience but to change women's condition. We are committed to acknowledging the diversity of women's lives and to incorporating challenges based on race, class, and sexuality into our program. Faculty in all four Schools of the college contribute to planning and teaching courses in economics, psychology, history, law, science, theatre, literature, visual art and communications. Through our programmatic ties and shared perspectives, we strive to dissolve the disciplinary boundaries which separate us and to pose questions which reach beyond these boundaries.

The Feminist Studies program encourages women students to think and plan for their distinctive needs during their undergraduate careers, and for the special challenges they will confront as women after graduation. We emphasize future possibilities in women's public and private lives. Students can concentrate in feminist studies or they can incorporate feminist studies into concentrations in any of the four Schools. Feminist studies courses are available at all three divisional levels.

The following list of courses provides a sample of those offered:

- "Women in Africa" look historically at African women in pre-colonial, colonial and independent Africa.
- "Family in Cross-Cultural Perspective" examines historically and theoretically the roots of the contemporary family in China, Africa, Europe, and the United States.
- "Women's Writing, Women's Desire: Issues in Recent Feminist Theory" surveys recent debates within literature and critical theory about the gendered construction of writing within the French (Lacanian) psychoanalytic and Marxist traditions.
- "Images of Women in Popular Culture" looks at the portrayal of women in the mass media in the twentieth century.
- "Feminist Theory: Politics of Sexuality" is a course about the historical construction of female sexuality and its relation to women's subordination.
- "Women in the City" examines capitalism and patriarchy's impact on cities, and women's simultaneous experience as prisoners and shapers of urban life.
- "Biology of Women" introduces students to science through a study of their own body structures and functions.
- "Nutritional Issues for Women" addresses nutritional differences between men and women. The course both explores current research and introduces students to basic nutrition concepts.
- "Third World Women and Feminism" asks what effect the feminist movement has had on the lives of Third World women world-wide.
- "Reproductive Technology: Legal and Ethical Implications" examines access to the new technologies and their impact on public consciousness.
- "Transformations: Race, Gender and Sexuality" pays particular attention to the historically

changing roles and images of black women. - "Women in Asian Societies" explores the cultural construction of gender in China and other Asian societies.

- "Her Story of War" looks at women's writings about war and militarism.

- "The Problem of Motherhood and Work in the Twentieth Century Using Psychological and Historical Studies" examines the impact of work on women's public and private lives.

A core group of interested students and faculty sponsor lectures, workshops, and performances by feminist scholars, writers, artists, and musicians throughout the year. There is also a Women in Science program and a Reproductive Rights program on campus. The Five College community supports a broad range of other activities and resources. Faculty women from the five institutions have formed the Five College Women's Studies Committee, which devotes its energy to developing a feminist intellectual community in the Valley through sponsoring seminars, speakers and other events and activities.

## Foreign Languages

Hampshire College has no special foreign language departments although instruction in French and Spanish is offered (by contract with the International Language Institute Inc.) through intensive courses. Proficiency in a foreign language alone cannot be presented to fulfill a divisional requirement in any of the Schools. But students with an interest in language will find that a deeper knowledge of foreign languages can enhance their work in many areas of language research; linguistic theory, sociolinguistics, literary stylistics, and anthropology. Courses in other languages and foreign language literature courses are available through Five College cooperation. Some examples: Chinese and Japanese, as part of the Five College Asian Studies Program; Greek and Latin; Germanic languages, including Danish, Dutch, and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including Italian and Portuguese.

For further information, contact the International Language Institute, 586-7569, or Rhonda Tarr at Prescott 101D, at extension 526.

FL 101	INTENSIVE FRENCH
FL 102	INTENSIVE SPANISH

These courses provide interested and motivated students an in-depth exploration of language and culture. Classes will meet two and one half hours a day, three days a week, and will cover the skill areas of listening, speaking, reading and writing with an emphasis on oral communication skills. Literature and poetry are incorporated into the reading and writing sections as appropriate to the levels used. A component of the intermediate levels is supervised research and independent study designed to improve students' research abilities and writing skills. Speakers, cultural dinners and field trips are a part of each class.

Classes are enrolled to 15; by placement interview, at which time class level will be determined. Sign-up sheets at the Prescott 101D office.





students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Further, we regard reading and writing as inseparable from each other and thus also provide assistance in such areas as study skills, reading effectiveness, and research skills.

Writing help includes classes as well as individual tutorials. (See below for class descriptions.) Appointments for tutorials may be made by calling calling the Writing Center at x646 or x531. Classes are run each semester and are open to all students.

WP 102 REVISING SKILLS

Will Ryan

In this class students will work to improve their expository writing skills; understand writing as a process; and develop effective writing strategies for different disciplines. The class will also emphasize the importance of critical thinking as a first step in effective analytical writing. Thus, we will spend considerable time discussing selected readings representative of different disciplines.

In the first part of the class, students will develop and practice revising strategies. In the second part, students will critique and support each other's efforts in the revision of a substantial paper from another course or division exam.

Class limit is 16. Interested students should sign up before the first class in Prescott 101. We will meet for one hour, twice a week.

HA 141 WRITING WORKSHOP  
WP 109

Ellie Siegel

Writing often brings out the best and worst in us: on the one hand, excitement in expressing our ideas; on the other, paralyzing anxiety and fear that our basic writing skills are inadequate. Focused primarily on papers assigned for other classes and on divisional exams, this course will function both as a workshop and a support group. Students will identify their strengths and weaknesses as writers, recognizing that all writers are developing writers. A major emphasis will be placed on analyzing the complicated process of bringing a paper to completion, from conceptualization and organization through revision.

Class time will be spent in four activities: (1) reports on the state of current writing projects and goals for the coming week; (2) discussion of student works-in-progress, including class feedback and constructive criticism; (3) discussion of strategies for approaching writing and rewriting; (4) analysis of short writing assignments. In addition to classroom hours, students will be expected to confer individually with the instructor on a regular basis. There will also be occasional outside readings.

The goals of the class are the following:  
(1) to understand the central role of revision

in the composing process and gain revision skills; (2) to develop analytical skills in relation to peer's writing; and (3) to overcome writing anxiety and "blocks" through an understanding of the concept of writing as process.

The class will meet twice weekly for one and one-half hours. Enrollment is limited to 16 by lottery if necessary.

HA 110 WORKSHOP ON WOMEN AND WRITING  
WP 110

Ellie Siegel

This course will explore the sociological and psychological dynamics which make women especially vulnerable to writing anxieties and "blocks." The aim of the workshop is to assist students in developing strategies for overcoming these writing problems. The course assumes that "blocked" students have ideas to communicate and the desire to communicate them. Assigned readings will include work by Lorde, Olsen, Spender, and Gilligan. There will be several required papers.

Class time will be spent in three activities: (1) discussion of strategies for approaching writing and rewriting; (2) discussion of student works-in-progress, including class feedback and constructive criticism; and (3) discussion of assigned readings. In addition to classroom hours, students will be expected to confer individually with the instructor on a regular basis.

The goals of the class are the following:  
(1) to understand the central role of revision in the composing process and acquire revising skills; (2) to develop analytical skills in relation to peers' writing; and (3) to overcome writing anxiety and "blocks" through an understanding of the concept of writing as process.

The class will meet twice weekly for one and one-half hours. Enrollment is limited to 16, by lottery if necessary.

## OPOPOPOPOPO Outdoors Program

The Outdoors Program is a voluntary, coed, alternative to compulsory physical education, and intercollegiate team sports. In the past, it has offered students extensive opportunities to learn mountaineering, rock climbing, and other outdoor skills with an orientation towards student and staff initiated expeditions and trips. Equipment and arrangements for cross-country skiing, snowshoeing, and orienteering have been made continuously available.

The Hampshire Outdoors Program tries to give special emphasis to intergrating outdoor and physical learning experiences with the rest of college life. Programatically that means the Outdoors Program collaborating with Hampshire faculty, staff, and students in ongoing courses ( a possible example: a canoe trip down the Connecticut River as part of "The American Literary Landscape").

"Fusion of body and intellect" has long been a goal of the Outdoors Program. This year the program will continue to offer body potential work and body awareness in addition to outdoor skills courses.

A third goal to facilitate a personal experiencing of nature will terminate in opportunities for local natural history explorations, as well as continuing to make hiking, biking, camping, cross-country skiing, snowshoeing, caving and expeditioning available to interested students.

During January Term and vacations the Outdoors Programs's major trips have included climbing in Seneca, West Virginia, women's trips in New Mexico and Utah, ski-touring in Yellowstone National Park and kayaking in Texas.

The Outdoors Program emerges as not a physical education department, not an athletic program, not an outing club, not an Outward Bound model, not a nature study program, not intramurals, not a school of the college. What is it? It is an attempt to open up possibilities for intergrated learning of body and psyche, to promote an awareness and understanding of nature, to support students in creating their own physical and outdoor experiences, and to joining the physical ways of learning about oneself and the world with other ways of acquiring knowledge.

In addition to the following courses, the Outdoors Program offers a great variety of trips and other activities. These range from slide shows to three-week long wilderness trips.

BEGINNING TOP ROPE OP 111	Kyker - Snowman
OPEN CROSS COUNTRY SKI OP 132	Warren Kyker - Snowman
ZEN BICYCLE MAINTENANCE OP 138	T. & K. Kyker-Snowman
OPEN ICE CLIMBING OP 143	Garmirian
BEG WHITewater CANOEING OP 145	Warren Kyker - Snowman
ADV ROCK CLIMBING OP 205	Garmirian
OUTDOOR LEADERSHIP OP 218	Warren
OP 111	BEGINNING TOP ROPE CLIMBING  Kathy Kyker - Snowman

This course is for people with little or no climbing experience. It will cover basic safety techniques, rope work, knots and climbing techniques. Enjoy the opportunity to exercise your body and mind through such mediums as an indoor climbing wall and many of the local climbing areas. Beginners are especially welcome.

Enrollment limit: 12. Class meets Wednesday afternoons 12:30 - 5:30 p.m. starting after Spring Break.

OP 132 OPEN CROSS-COUNTRY SKIING

Karen Warren  
Kathy Kyker - Snowman

Cross-Country Skiing offers a unique blend of the athletic and the aesthetic. This open session will allow any skier from beginner to advanced to get some exercise or to enjoy the winter woods.

Each week we travel to a local ski touring facility or a backcountry area for an afternoon of skiing. Optional instruction in any aspect of cross-country skiing will be available on request. Equipment can be obtained from the OP equipment room; you should check it out beforehand and be ready to leave at noon.

You may come to any number of sessions but will need to sign up initially with insurance information at the OP office and then show up at the open session. Credit not available.

Sessions: Thursdays & Fridays 12:00 - 5:00 p.m.

Limit: 12 people each session.

OP 138 ZEN AND THE ART OF BICYCLE MAINTENANCE

Kathy and Thom Kyker-Snowman

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine tuning your bicycle? We'll start with a "Scientific American" look at the efficiency of the bicycle as a machine and then tear our bikes all the way down and build them back up clean, greased, trued, tuned, and ready for the fair weather.

No previous mechanical experience is assumed.

Enrollment limit: 10. Course meets Wednesday evenings from 7:00 - 9:30 p.m. until Spring Break.

OP 143 OPEN ICE CLIMBING

Bob Garmirian

This course will provide an opportunity to experience ice climbing in the local area. Basic use of crampons and ice tools will be covered. We will travel to Mt. Tom and Rattlesnake Mountain when the weather cooperates.

Sign up on a weekly basis at least 24 hours prior to class meeting time.

Credit is not available for this course.

Course meets Wednesdays and Thursdays from 12:00 - 5:00 p.m.

OP 145 BEGINNER'S WHITewater CANOEING

Karen Warren  
Kathy Kyker - Snowman

For the canoeist, springtime is heralded when melting snow swells the banks of New England's rivers and streams. Learn the art and share the thrill of riding this seasonal wave in an open boat.



EXERCISE/AEROBICS  
RA 149

Selin

from 6:00PM to 8:00PM on the Playing Floor of the Robert Crown Center. Enrollment by Instructor's permission.

THE FOLLOWING ACTIVITIES ARE NON-CREDIT AND ENROLLMENT IS LIMITED TO HAMPSHIRE STUDENTS

ULTIMATE FRISBEE  
RA 152

Lowson  
Bailer  
Sewell

LACROSSE  
RA 153

McCarthy

RECREATIONAL ICE SKATING  
RA 154

McCarthy

WOMEN'S BASKETBALL  
RA 155

Adams  
O'Connor

MEN'S BASKETBALL  
RA 160

Forbes  
Jones

INNERTUBE WATER-POLO  
RA 163

McCarthy

SOFTBALL  
RA 165

McCarthy

SHAPE-UPS  
RA 170

McCarthy

RA 101 BEGINNING SHOTOKAN KARATE

Marion Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing and coordination to avoid an attack and effective means of counter-attack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking and combination thereof; basic sparring; and basic kata, a pre-arranged sequence of techniques simulating defense against multiple opponents.

Classes will meet during Spring Term on Monday, Wednesday and Friday from 1:30PM to 3:30PM on the Playing Floor of the Robert Crown Center. Five-College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Note: This course is offered in the Fall and during Spring Term only. Enrollment by Instructor's permission.

RA 102 INTERMEDIATE SHOTOKAN KARATE I

Marion Taylor

This course is for all white belts who have completed RA 101.

The class will meet Monday, Wednesday and Thursday from 6:00PM to 8:00PM on the Playing Floor of the Robert Crown Center. Enrollment by Instructor's permission.

RA 104 ADVANCED SHOTOKAN KARATE

Marion Taylor

This course is for students who have attained the rank of brown belt or black belt.

Classes will meet Tuesday, Thursday and Sunday

RA 106 INTERMEDIATE AIKIDO

Paul Sylvain

This will be a continuing course in Aikido and therefore a pre-requisite is at least one semester of previous practice or the January Term course. It is necessary for all potential participants to be comfortable w/ Ukemi (falling) as well as basic Aikido movements. A goal of this spring term is to complete and practice requirements for the 5th or 4th Kyu.

Classes will be held on Tuesday and Thursday from 12:45PM to 2:15PM in the Robert Crown Center South Lounge. Course may be taken at the discretion of the instructor.

RA 118 BEGINNING T'AI CHI

Paul B. Gallagher

T'ai Chi is the best known Taoist movement and martial art, with a history dating back at least 1,200 years. Created by Taoist priests, it is a "cloud water dance", stimulating energy centers, creating stamina, endurance, and vitality. The course will stress a good foundation: strength, stretching, basic standing meditation, and the first series of the T'ai Chi form. Relevant aspects of Chinese medicine and philosophy will also be discussed.

The class meets on Wednesday from 12:30PM to 1:45PM in the South Lounge of the Robert Crown Center. Enrollment open. Register by attending the first class. This is a fee-funded course.

RA 119 CONTINUING T'AI CHI

Paul B. Gallagher

For students who have completed the beginning course; we will develop more standing meditation for power and vitality, proceed through the second sequence of the T'ai Chi form, and consider applications of the movements. Two-person practice will also be introduced, and we will study the T'ai Chi Classics in detail.

The class meets on Wednesday from 2:00PM to 3:15PM in the South Lounge of the Robert Crown Center. Enrollment open. Register by attending the first class. This is a fee-funded course.

RA 122 OPENWATER SCUBA CERTIFICATION

David Stillman

This is a N. A. U. I. sanctioned course leading to openwater Scuba certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week.

Classes meet at the Robert Crown Center pool on Monday from 6:00PM to 7:30PM, and elsewhere in the RCC from 7:30PM to 9:00PM for classroom instruction. Fee: \$175 plus mask, fins, snorkel and text. All other equipment provided. Pre-requisite: adequate swimming skills. Enrollment open. This is a non-credit course.

RA 125 NOVICE WHITEWATER KAYAKING

Linda Harrison

For people who have taken the beginning class, or who have had some previous beginning instruction. Class II rivers will be paddled to practice the basic whitewater skills along with tuning fundamental skills in the pool.

Class will meet on Tuesday from 1:00PM to 3:00PM in the pool until March 15. After that date river trips will meet Tuesdays from 12:30PM to 6:00PM. To register sign-up at the Robert Crown Center starting January 27th. Enrollment limit 6. Taken at instructor's discretion.

RA 126 BEGINNING WHITEWATER KAYAKING

Linda Harrison

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment and eskimo roll.

Class will meet on Wednesday from 1:00PM to 2:30PM in the pool until March 15. After that date class will meet on Monday from 12:30PM to 6PM for a river trip and continue to meet on Wednesday from 1:00PM to 2:30PM as well. To register sign-up at the Robert Crown Center starting January 27th. Enrollment limit 7. Taken at instructors discretion.

RA 128 KAYAK ROLLING - OPEN SESSION

Linda Harrison

The Kayak Rolling Session will take place in the Robert Crown Center pool. It is designed for those students who are unable to schedule the beginner class but would like the opportunity to orient themselves in a boat and learn the eskimo roll (tip a Kayak right side up after capsizing). This is one of the most important Kayak skills for building self confidence in a boat as well as an important safety skill. All students in the Hampshire College community are invited. Students planning on taking a Beginner or Novice Kayak Class are encouraged to practice and develop their roll during this time. This will be an unstructured class where students work at their own pace and skill level. Guidance and critique will be available from the instructor. Due to the non-formality of the class there will be no evaluations.

The session will meet on Wednesday 2:30PM to 4:00PM, and will take place through April 30. To register sign-up at the RCC prior to the first class. No enrollment limit. Not offered for credit.

RA 129 SLALOM GATE & STROKE TECHNIQUE - OPEN SESSION

Linda Harrison

This pool session is designed for the novice and intermediate paddler who is interested in fine tuning paddling strokes and developing

efficient techniques to better maneuver one's boat. Slalom poles, suspended over the water, will be used as a tool for developing control and precision. An instructor will be available to help organize the session, answer questions, and provide helpful hints. Due to the non-formality of the pool session there will be no evaluations.

This session will meet on Thursday 2:30PM to 4:00PM and will take place through April 24th. To register sign-up at the Robert Crown Center prior to the first class. No enrollment limit. Not offered for credit.

RA 130 INTERMEDIATE WHITEWATER KAYAKING

Linda Harrison

This class is designed for people who have had previous whitewater experience. You will learn and perfect advanced whitewater techniques on class III water. Pre-requisites include an eskimo roll on moving water and solid class II skills.

Class will meet on Friday from 1:00PM to 3:00PM in the RCC pool until March 15. After that date river trips will meet Fridays from 12:30PM to 6:00PM.

To register sign-up at the Robert Crown Center starting January 27th. Enrollment limit 6. Taken at instructors discretion.

RA 141 FENCING

Will Weber

Classes for both beginners and experienced fencers. No experience necessary, beginners are especially welcome. Basic equipment provided.

This class is held on Monday and Thursday evenings in the Robert Crown Center at a time to be announced. Enrollment is open. To register sign-up on the bulletin board at the RCC and attend the first class. This is a fee-funded, non-credit course.

RA 142 AEROBIC WORK-OUT

Mary Callahan

This class is fun exercise and aerobic workout. We'll begin with stretching and work our way into Aerobics which improves the cardio-vascular system. We'll do various exercises to tone our muscles and burn up calories and end with a cool down stretch. Fun music to motivate and keep you going. Beginners welcome.

Classes are held Monday, Wednesday and Friday from 4:00PM to 5:00PM and on Tuesday and Thursday from 4:00PM to 5:30PM in the South Lounge of the Robert Crown Center. To enroll attend the first class. This is a non-credit course.

RA 143 PHYSICAL FITNESS CLASS

Renate Rikkers

This course promotes good health, flexibility,

cardiovascular efficiency (aerobics), and a sense of well-being. Exercise programs and appropriate diet counseling are provided on an individual basis.

The class will meet on Tuesdays and Fridays from 12NOON to 1:00PM in the Robert Crown Center on the Playing Floor. Enrollment is limited to 50; open to students, faculty, staff and family members. Register at Career Options Office G-13 Franklin Patterson Hall or at the RCC just before class. There is a one-time \$5 registration fee to help pay for equipment. This is a non-credit course.

RA 149 EXERCISE/AEROBICS

Helaine Selin

A moderately strenuous exercise and aerobics class, with calisthenics, jumps and stretches and a period of cool down and relaxation. Non-competitive, non-macho, and designed to renew your vigor for the evening.

This class will be held on Monday and Wednesday from 5:00PM to 6:15PM in the South Lounge of the Robert Crown Center. To register sign-up on the bulletin board at the RCC and attend the first class. This is a fee-funded non-credit course.

RA 152 ULTIMATE FRISBEE

Edmund Lowson, Ben Bailer & Mike Sewell

A fast moving sport which will help develop agility and physical conditioning. Frisbee is a new game to many people, so beginners both women and men, are especially encouraged to come and play. Games are often scheduled with outside groups.

The Ultimate Frisbee group will meet Monday, Wednesday and Friday from 4:00PM to 6:00PM on the Playing Field. Enrollment unlimited. Non credit activity and enrollment is limited to Hampshire students.

RA 153 LACROSSE

Trish McCarthy

A co-ed activity for students to learn and develop their skills in the fast moving sport of Lacrosse. There will be scrimages among participants.

Meet on Mondays and Wednesdays from 4:00PM to 5:00PM on the Playing Fields. First meeting in lobby of the Robert Crown Center.

Enrollment open to Hampshire students only. A non-credit activity.

RA 154 RECREATIONAL ICE SKATING

Trish McCarthy

Recreational Athletics presents ice skating. This Spring we will be renting ice time at the Amherst Ice Rink. A van will be available for transportation. There are no ice skate rentals. Ice time will be on Fridays from 3:00PM to

4:00PM beginning February 14th. Sign-up at the Robert Crown Center.

This is a non-credit activity open to Hampshire students only.

RA 155 WOMEN'S BASKETBALL

Kokie Adams & Jane O'Connor

Women's Basketball plays on Tuesdays and Thursdays from 4:00PM to 5:30PM. All levels are welcome to participate. There will be informal games amongst the Hampshire players as well as more structured games with outside teams if enough interest is shown.

This is a non-credit activity. Enrollment limited to Hampshire students.

RA 160 MEN'S BASKETBALL

Shawn Forbes & Jamie Jones

Men's basketball plays every Monday and Wednesday from 4:00PM to 6:00PM at the RCC. There is recreational play in which all skill levels are welcome with informal games and a team that plays other colleges.

This is a non-credit activity. Enrollment limited to Hampshire students.

RA 163 INNERTUBE WATER-POLO

Trish McCarthy

Join one of the hottest recreational activities this year. A surprising amount of exercise and fun await at the RCC pool on Thursday evenings from 6:00PM to 7:30PM. Bring a team, challenge another team or come on your own. Play begins February 6th.

This is a non-credit course. Enrollment is limited to Hampshire students only.

RA 165 SOFTBALL

Trish McCarthy

Join the recreational softball games open to all students. There will be a Round Robin Tournament as well as pick-up games every afternoon. Join a team in your dormitory or mod. If you have trouble finding one sign-up at the Robert Crown Center.

This is a non-credit activity and enrollment is open to Hampshire students only.

RA 170 "SHAPE-UPS"

Trish McCarthy

This self-motivated course lets you choose your own fitness program. Set your own time and place to exercise. The goal is consistency of exercise to lead you to physical fitness. Here's how: For every mile you run, bike, walk, swim, for every hour you workout you can add points in the Shape-Ups program to join the 100 point club. To join, register at the Robert Crown Center and get more details.

This is a non-credit activity.

FCFCFCFCFCFCFCFC

# Five College Course Offerings By Five College Faculty

THE AMERICAN EXPATRIATE WRITER 1826-1972 Hampshire: H & A 288	Baldwin	INTRODUCTION TO AFRICAN STUDIES UMass: Afro-Am 254	Primus
THE AFRO-AMERICAN CULTURAL EXPERIENCE UMass: Afro-Am 291A	Baldwin	MODERN DANCE I Hampshire: H&A 113	Schwartz
THE FIRST HALF OF THIS CENTURY IN POETRY UMass: Russian 297A	Brodsky	ELEMENTARY COMPOSITION Mount Holyoke: Dance 151s	Schwartz
LYRIC POETRY Mount Holyoke: English 245s	Brodsky	EAST ASIAN MEDICAL SYSTEMS Amherst: Anthropology 28	Smith
CALCULUS III Mount Holyoke: Mathematics 201s	Giblin	JAPANESE SOCIETY Hampshire: Social Science 261	Smith
REBELLION IN THE BACKLANDS OF BRAZIL Amherst: History 74	Graham	SEMINAR IN COMPARATIVE GOVERNMENT AND INTERNATIONAL RELATIONS; FOREIGN POLICY OF JAPAN Smith: Government 349	Yasutomo
THE MEXICAN REVOLUTION, Mount Holyoke: History 287	Graham	JAPANESE POLITICS Mount Holyoke: Politics 268	Yasutomo
INTERMEDIATE JAPANESE Mount Holyoke: Asian Studies L123s	Hubbard	Hampshire: Humanities & Arts 288	THE AMERICAN EXPATRIATE WRITER, 1826-1972
INTERMEDIATE JAPANESE Smith: Japanese 200	Hubbard	Smith: Afro-Am 247b	James Baldwin
ELEMENTARY ARABIC I UMass: Arabic 126, 146	Jiyad	The term "expatriate" connotes a deliberate repudiation and has a particular resonance for Americans. This course examines chronologically American writers who, at one time or another, chose to leave the United States for an extended period of time. The course explores the meaning of the term "expatriate" in a nation of exiles, the search by Afro-American and Euro-American writers for a cultural identity, and the meaning of the choices made. To be taught at Hampshire. Wed 7-10 p.m.	
ELEMENTARY ARABIC II Amherst: Asian Languages and Literatures 10	Jiyad	UMass: Afro-Am 291A	THE AFRO-AMERICAN CULTURAL EXPERIENCE
INTERMEDIATE CHINESE II Amherst: Asian 8	Kao	James Baldwin	
NON-INTENSIVE ELEMENTARY CHINESE I UMass: Chinese 110	Kao	"The sojourn of blacks in America began with the auction block," says Mr. Baldwin. He continues, "And the black preachers were our first terrorists because they told us black children that we were not slaves, but that we were somebody. We were important." This course will cover the experience of black Americans from slavery through what Mr. Baldwin calls "the state of the union," touching on such benchmarks as "The Black Church," "the Insurrections," "The Ghettos of the North," "The Civil Rights Movement," and "The State of the Union." Essential to the course will be the reading of Baldwin's own works. Mr. Baldwin will lecture on Tuesdays; discussion sections will be held Thursdays. Tu, Thur 1-2:15.	
MILITARY POWER AND U.S. FOREIGN POLICY UMass: History 493	Klare	UMass: Russian 297A	THE FIRST HALF OF THIS CENTURY IN POETRY
METHODS IN PEACE RESEARCH Hampshire: Natural Science 235 Social Science 235	Klare	Joseph Brodsky	
CASE STUDIES IN AMERICAN FOREIGN POLICY Mount Holyoke: International Relations 273	Lake	A survey seminar aiming to highlight major developments in American, British and European poetry by concentrating on textual analysis of selections from the works of the period's most seminal figures: E.A. Robinson, Robert Frost,	
CASE STUDIES IN AMERICAN FOREIGN POLICY UMass: Political Science 255	Lake		
TOPICS IN MARINE ECOLOGY Smith: Biological Sciences 346b	Peckol		
MARINE ECOLOGY UMass: Botany 397A Zoology 397A	Peckol		



T.S. Eliot, Ezra Pound, Thomas Hardy, A.E. Housman, Wilfred Owen, Edward Thomas, W.H. Auden; Guillaume Apollinaire, Max Jacob, Paul Eluard, Andre Breton; Rainer Maria Rilke, George Trakl; Frederico Garcia Lorca, Antonio Machado; Gabriele D'Annunzio, Eugenio Montale, Umberto Saba; Osip Mandelstam, Anna Akhmatova, Marina Tsetaeva, Boris Pasternak; Constantine Cavafy; Czeslaw Milosz, Zbigniew Herbert.

Requirements: Two term papers and approximately 800 lines of memorization.

Mount Holyoke: English 245s LYRIC POETRY  
Joseph Brodsky

Study, based on close analysis of texts, of the works of Thomas Hardy, W.H. Auden, Robert Frost, Constantine Cavafy, R.M. Rilke, and others. Requirements will include two ten-page papers and memorization of approximately one thousand lines from the above authors' works. Not open to Freshmen. Limited to thirty students.

Mount Holyoke: Math 201s CALCULUS III  
Peter Giblin

Differential and integral calculus of functions of several variables. Four credits.

Amherst: History 74. REBELLION IN THE BACKLANDS OF BRAZIL  
Sandra L. Graham

Destruction by military forces of Antonio Conselheiro and his band in Brazil's northeast in 1897 presents puzzling questions. Should we understand Conselheiro and the women and men who surrounded him as millenarians, as political protestors, or merely as wanderers made desperate by poverty and severe drought? How are we to view the actions of the military? The relatively brief events at Canudos radiate out to an examination of politics in the early years of republican government and to contemporary understandings of race and society. Reading Euclides da Cunha's first-hand account, Rebellion in the Backlands, as well as Mario Vargas Llosa's fictional version, The War of the End of the World, we will ask questions about history as narrative. Tu, Thur 10-11:20.

Mount Holyoke: History 287 THE MEXICAN REVOLUTION, 1910-1919.  
Sandra L. Graham

Using accounts that include novels and photographs, we will ask why, beginning in 1910, did men and women decide that rebellion was necessary and worth the dangers. Tu, Thur 1:35-2:50.

Mount Holyoke: INTERMEDIATE JAPANESE

Asian Studies L123s

Miki Hirano Hubbard

A continuation of Asian Studies L122f.

Smith: Japanese 200 INTERMEDIATE JAPANESE

Miki Hirano Hubbard

Continued training in the basic grammar and syntactic structures of the language. Oral drills and written exercises based on typical situational dialogues in a Japanese setting.

Prerequisite: Japanese 100 or equivalent. Mon, Wed, Fri 10:40-11:50

UMass: Arabic 126, 146 ELEMENTARY ARABIC I  
Mohammed Jiyad

Six credit course. Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking; some elements of colloquial speech. Text: Elementary Modern Standard Arabic I. Daily written assignments and recitations; frequent quizzes and exams; final. Arabic 126 or consent of instructor required for Arabic 146. Instructor to be announced.

Amherst: Asian 8 INTERMEDIATE CHINESE II

Hsin-Shang Kao

A continuation of Asian Languages and Literatures 7. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. By the end of the term the student will have a command of 1,000 Chinese characters. Four class hours plus two hours of work in the language laboratory per week.

Prerequisite: Asian Languages and Literatures 7 or equivalent. Mon, Wed, Fri 1:00 plus.

UMass: Chinese 110 NON-INTENSIVE ELEMENTARY CHINESE I

Hsin-Shang Kao

Lecture, drills, discussion, language lab. Introduction to Mandarin sounds, romanization, basic syntax, 250 essential Chinese characters. Emphasizes conversational fluency. Content and structure same as Chinese 126 but at half the pace. Texts: Speak Mandarin, Fenn; Chinese 300, Peking Language Institute; 5000 Dictionary, Fenn. Quiz every 2 weeks, midterm.

UMass: History 493

MILITARY POWER AND  
U.S. FOREIGN POLICY

Michael Klare

Ways in which the perception, potential, and use of military power affected the making and implementation of U.S. foreign policy.

Hampshire:  
Natural Science 235  
Social Science 235

METHODS IN PEACE  
RESEARCH

Michael Klare

An intensive seminar on research principles and methods intended for students who plan to undertake a research project on international peace and security issues during the course of the semester. The instructors will deliver the introductory lectures on various approaches to peace research and will counsel students on the design and pursuit of their individual research projects. The course requires some background in peace and security studies and the preparation of a major research project at the beginning of the semester. Enrollment by permission of instructors only. Co-instructor: Allen Krass, School of Natural Science, Hampshire College.

Mount Holyoke:  
International Relations 273.

CASE STUDIES IN  
AMERICAN FOREIGN  
POLICY

W. Anthony K. Lake

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Hiroshima, and SALT II. In each case, policy issues and the bureaucratic and political pressures which framed the issues are examined. Enrollment limited.

UMass: Political  
Science 255

CASE STUDIES IN  
AMERICAN FOREIGN  
POLICY

W. Anthony K. Lake

A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, and SALT II. In each case, the course analyzes the events and substantive choices facing policy-makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study provides a basis for discussion of bureaucratic behavior relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. Unlimited enrollment.

Smith:  
Biological Sciences 346B

TOPICS IN MARINE  
ECOLOGY

Paulette Peckol

Student presentations, discussions and written

analyses of contemporary and controversial topics in the field of marine sciences.

Prerequisites: An ecology or a marine ecology course, and permission of instructor. Wed 1-4. Co-instructor: Charlene D'Avanzo (location of course may be changed).

UMass: Botany 397A/  
Zoology 397A

MARINE ECOLOGY

Paulette Peckol

Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment are discussed. This is a non-lab course; optional field trips apply concepts discussed in lecture. This is an upper division course requiring some background of information/concepts in ecological principles. Tu, Thur 1-2:15.

UMass: Afro-Am 254

INTRODUCTION TO  
AFRICAN STUDIES

Pearl Primus

Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social structures, economies (to be taught with Josephus V. Richards).

Hampshire: H&A 113

MODERN DANCE I

Peggy Schwartz

An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. This course may not be taught.

Mount Holyoke:  
Dance 151s

ELEMENTARY  
COMPOSITION

Peggy Schwartz

Study of the principles and elements of choreography through improvisation. Guided practice in the construction of movement phrases and solo studies. This course may not be taught.

Amherst:  
Anthropology 28

EAST ASIAN MEDICAL  
SYSTEMS

Stephen Smith

A survey of the medical concepts, practices, and problems of East Asia. After introducing traditional Asian medicine, the course will deal with the interaction of plural medical systems and social institutions in Taiwan, the People's Republic of China, Japan, and Korea. Consideration will be given to such issues as shamanism and magical healing, culturally specific syndromes and therapies, alcoholism and drug dependency, and systems of health care delivery. Tu, Thur 11:30 a.m.

Hampshire:  
Social Science 261

JAPANESE SOCIETY

Stephen Smith

An anthropological introduction to the cultural values and social organization of contemporary Japan. The course will emphasize the comparison between the United States and Japan. Issues to be considered will include the family and sex roles, religion and values business organization, crime and the law, education, and health care. Mon, Wed 3:30-5:00.

Mount Holyoke:  
Politics 268

JAPANESE POLITICS

Dennis Yasutomo

An introductory survey of Japanese political institutions and processes. Emphasis will be placed on the nature and role of political

parties, the Diet, the bureaucracy, and interest groups in Japan's post-war political development. The course will also focus on electoral politics, political culture, and decision-making processes for domestic and foreign policies.

Smith: Government 349

SEMINAR IN COMPARATIVE GOVERNMENT AND INTERNATIONAL RELATIONS: FOREIGN POLICY OF JAPAN

Dennis Yasutomo

The socio-cultural, political and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. 4 semester hours credit.

## Faculty

### C&CSC&CSC&CSC Communications & Cognitive Science

Joan Braderman, visiting associate professor of television production, is on leave from the School of Visual Arts in New York City, where she is associate professor of film theory and production. Her B.A. is from Radcliffe College, her M.A. from New York University, and she is a Ph.D. candidate at New York University. Her video and film production has focused on a variety of social and political issues, and she has published in such journals as The Quarterly Review of Film Studies and Heresies: A Feminist Publication on Art and Politics. One of her most recent video productions was a study of contemporary Nicaragua, co-produced for the Public Broadcasting System.

Ellen Cooney, visiting assistant professor of psychology, holds a B.A. from Radcliffe College and an Ed.D. in developmental psychology from the Harvard Graduate School of Education. Her interests are in cognitive-developmental theory, social and ego development, and applications of social-cognitive-developmental theory to clinical and educational practice.

Susan Douglas, assistant professor of media and American studies, took her M.A. and Ph.D. at Brown University in American civilization, and has a B.A. in history from Elmira College. Before coming to Hampshire she was a historian on the staff of the Museum of History and Technology at the Smithsonian Institution, and she is co-producer of a television documentary entitled "Reflections: The Image of Women in Popular Culture." Her interests include the relationships between mass media and American culture, technology and culture, and the literary response to industrialization.

Mark Feinstein, associate professor of language studies and dean of the School of Communications and Cognitive Science, holds a Ph.D. in linguistics from the City University

of New York and a B.A. from Queens College, where he has also taught. He is a phonologist whose main research interest is currently in syllable structure. He has done extensive research on the sound system of Sinhala, a language of Sri Lanka. Among his other teaching and research interests are sociolinguistics, neurolinguistics, and animal communication and behavior.

Jay Garfield, assistant professor of philosophy, received his B.A. from Oberlin College and is completing his Ph.D. in philosophy at the University of Pittsburgh. His main teaching interests are in philosophy of psychology, philosophy of mind, and ethics. His recent research compares the model of explanation used by behaviorists with that of contemporary cognitive psychologists.

Gregory Jones, assistant professor of communication, has an A.B. in theatre from Dartmouth College and an M.F.A. in theatre and speech from Smith College. He is currently completing a doctoral program at the University of Massachusetts in the Communication Studies Department. He has taught at the University of Massachusetts, Fitchburg State College, and Hampshire College in the areas of television production, media criticism, interpersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film, music, acting, directing, and educational theory.

David Kerr, associate professor of mass communications and Master of Merrill House, has a B.A. from Miami University in Ohio, and an M.A. from Vanderbilt University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service.

Eileen Mahoney, assistant professor of communications, earned a B.A. in communications

at the University of California at San Diego, and is completing her Ph.D. in communications at Temple University. Her continuing interests focus on issues in international communications, particularly those related to new communication/information technology. Employment opportunities and work conditions, cultural production and autonomy, the role of the military, and national development and sovereignty are major issues concerning utilization of new technologies, domestically and internationally, addressed in her teaching and research.

James Miller, associate professor of communications, took his Ph.D. at the Annenberg School of Communications at the University of Pennsylvania. His interests span theoretical issues and practical problems in several areas of the social control of public communication. They include corporate and state policies toward communication technologies and the occupational, organizational, and industrial structure of communication production. He is also involved in cultural studies especially those that explore the political and ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba. Mr. Miller will be on leave for the spring semester.

Richard Muller, associate professor of communication and computer studies, holds a B.A. from Amherst College and a Ph.D. from Syracuse University. He has been director of Instructional Communications at the SUNY Upstate Medical Center in Syracuse and associate director of the Hampshire College Library Center. He is interested in the use of personal computers in education and in the home, the social and cultural consequences of the dissemination of information technology, computer programming languages and techniques, and outdoor education.

David Rosenbaum, associate professor of cognitive science, is a cognitive psychologist who received his Ph.D. at Stanford and worked in the Human Information Processing Research Department at Bell Laboratories before coming to Hampshire. He has done research on the cognitive processes underlying physical action, movement timing, attention, and body space representation. His main interests are perceptual and motor skills, cognition, perception, and the neurophysiology of cognition and behavior. Mr. Rosenbaum will be in residence at Hampshire College as a National Institutes of Health Research Career Development Awardee.

Friscilla Roth, visiting assistant professor of psychology, has a doctorate from the University of Wisconsin, where she specialized in the study of children's use of language. Her current research interests focus on early language comprehension and production, parent-child communication, and parent-infant interaction. Her work has been published in the journal Human Learning, and she has held a visiting professorship at the University of Massachusetts.

Neil Stillings, associate professor of psychology, has a B.A. from Amherst College and a Ph.D. in psychology from Stanford University. Much of his research and teaching concerns the

psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation.

Steven Weisler, assistant professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a Ph.D. in Linguistics from Stanford University and an M.A. in communication from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

Christopher Witherspoon, associate professor of philosophy, is mainly interested in philosophical problems of mind, knowledge, language, art, and criticism. His undergraduate work was at Arkansas Tech, and his graduate work at Berkeley.

## H&A H&A H&A H&A School of Humanities & Arts

Linda Giering Balmuth, visiting assistant professor of theatre, has a B.A. from Kalamazoo College and an M.F.A. from the University of Washington. She was formerly the designer and technical director in Studies in Theatre Arts at Carleton College in Northfield, MN. Besides designing for dramas, she enjoys working on opera and musical productions, dance, and children's theatre.

Curt Barnes is a visiting associate professor of art. He has taught at Parsons School of Design and Pratt Institute, and is currently on leave from Fordham University. His work has been represented by the Alessandra and O.K. Harris Galleries in New York City, and his paintings and prints have been exhibited widely, including the Museum of the Art Institute of Chicago and the Aldrich Museum of Contemporary Art in Ridgefield, CT.

Rhonda Blair, assistant professor of theatre, holds a Ph.D. in Theatre and an M.A. in Slavic Studies from the University of Kansas. She has expertise in both performance (as an active actor/director) and theory/criticism. Before coming to Hampshire she taught at the University of Kentucky and has actively participated in the administration of the Woman's Theatre Project of the American Theatre Association.

John R. Boettiger, professor of human development, joined the Hampshire planning staff in 1967. In those first years of the College's life he contributed to the early design of educational policy and academic programs. He is particularly interested in personal history, biography, family studies, psychoanalytic psychology, and psychotherapy. He taught at Amherst College from which he received a B.A. in 1960, conducted research for the Rand Corporation in California, and completed his Ph.D. in human development and psychotherapy. His publications include Vietnam and American Foreign Policy and a

recent study in biography and family history, A Love in Shadow.

R. Kenyon Bradt, visiting assistant professor of philosophy, although mainly a scholar of the Western philosophical tradition, is also outstanding in Eastern studies scholarship. He holds a B.A. in philosophy and an M.A. in theology from Notre Dame as well as an M.A. in philosophical theology from Yale University where he is currently a candidate for a Ph.D.

Anne Fischel, visiting assistant professor of film/photography, has worked as an independent filmmaker in the Boston area for a number of years, producing, directing, writing, and editing documentary films. She has also been professionally involved in ethnographic filmmaking and in projects for public television. She received her M.F.A. in filmmaking from the University of Massachusetts.

Barbara Jones Guetti, visiting associate professor of humanities, has taught English and comparative literature at Rutgers College, the City University of New York, Yale University, Simon's Rock College, and Amherst College. She received her B.A. from Radcliffe College, and her M.A. from Columbia University. Her Ph.D., from Cornell University, is in comparative literature, concentrating in English, American, French, and German literature in the romantic and modern periods. Her dissertation is on Jean-Jacque Rousseau's theories of language.

Clayton Hubbs, associate professor of literature, is interested in modern drama, twentieth-century Anglo-American literature, and eighteenth-century English literature. He received a B.S. in journalism from the University of Missouri at Columbia and a Ph.D. from the University of Washington.

Joanna Hubbs, associate professor of history, received a B.A. from the University of Missouri and a Ph.D. in Russian history from the University of Washington. She is fluent in French, German, Polish, Russian and Italian.

Norton Juster, professor of design, is a practicing architect, designer, and writer whose books include The Phantom Tollbooth, a children's fantasy; The Dot and the Line, a mathematical fable made into an Academy Award-winning animated film; and So Sweet to Labor, a book on the lives of women in the late nineteenth century. Norton's B. Arch. is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.

Ann Kearns, assistant professor of music, is director of the Hampshire College Chorus. She holds an M.M. in music history from the University of Wisconsin and studied choral conducting at Juilliard. She composes choral music and edits performing editions of Renaissance choral music. At Hampshire she serves as liaison to the Five College Early Music Program and to the Five College Orchestra.

L. Brown Kennedy, associate professor of literature, is interested mainly in the Renaissance and the Seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a B.A. from Duke

University and an M.A. from Cornell where she is a candidate for a Ph.D.

David Koblitz, assistant professor of music, holds a B.A. in music from the University of Pennsylvania and an M.M. in Music Composition from the University of Michigan. He was awarded a Composer Fellowship from the National Endowment for the Arts and is presently completing a ballet score commissioned by the Joffrey II Dancers and the Jerome Foundation. David has also written articles on contemporary music for the Boston Phoenix and Dance Magazine.

Wayne Kramer, associate professor of theatre arts, holds a B.F.A. and M.F.A. with emphasis in design work for the theatre. He has some eleven years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions and designed the New York production of Salford Road which later performed in Scotland. Professor Kramer will be on leave this academic year.

Jill Lewis, assistant professor of humanities, holds a B.A. from Newnham College, Cambridge, England and is presently pursuing a Ph.D. at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampshire. She is on leave during every fall term.

Jerome Liebling, professor of film studies, has produced several award-winning films and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York.

Daphne A. Lowell, assistant professor of dance, holds a B.A. in cultural anthropology from Tufts University and an M.F.A. in modern dance from the University of Utah. She toured nationally performing and teaching with The Bill Evans Dance Company and has taught dance at Smith College, University of Washington, and Arizona State University. She has studied "authentic movement" at The Mary Whitehouse Institute and is especially interested in choreography, creativity, and dance in religion.

Richard Lyon, professor of English and American studies, holds B.A. degrees from Texas and Cambridge, an M.A. from Connecticut, and a Ph.D. in American Studies from Minnesota. He was formerly chairman of the American Studies Curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.

Roberto Marquez, professor of Hispanic-American and Caribbean literature, has worked for the World University service in Peru and Venezuela, served as area coordinator of the migrant education program at Middlesex County in Massachusetts, and published translations of Latin American poetry. He holds a B.A. from Brandeis and a Ph.D. from Harvard.

Sandra Matthews, assistant professor of film/photography, has a B.A. from Radcliffe and



Ph.D. from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Recently she has been teaching how to do energy conservation analysis of homes, and she hopes that some Hampshire students will develop these techniques into curriculum materials for high school students. Her work in neurophysiology has been supported by grants from N.I.H. and the Grass Foundation, and she is the author of several teacher's guides for elementary science studies. She is also the co-author of a book on dieting. Ms. Bruno is the Dean of Natural Science.

Lorna L. Coppinger, faculty associate in biology and outreach specialist in agriculture, holds an A.B. from Boston University and an M.A. from the University of Massachusetts. In addition to expertise in wildlife, dogs, Slavic languages, and writing, Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.

Raymond P. Coppinger, professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College Ph.D. (Amherst, Smith, Mt. Holyoke, University of Massachusetts). Varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and neoteny theory (book in progress). Ray has been a past New England sled dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields.

Charlene D'Avanzo, associate professor of ecology, received her B.A. from Skidmore and her Ph.D. from Boston University Marine Program, Marine Biology Lab Woods Hole. She has taught at Dalhousie University in Nova Scotia. Her research has been in the area of salt marsh and estuarine ecology, nitrogen fixation, and the ecology of riverine wetlands.

John M. Foster, professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program at NSF. He holds a Ph.D. in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white water canoeing.

Nancy L. Goddard, associate professor of biology, was previously Chairperson of the Department of Natural Science and Mathematics at West Virginia State College. She obtained her Ph.D. from Ohio State University. Involved in teaching courses on human reproduction, health care for women, and endocrinology, she is also interested in field zoology, human and comparative anatomy, parasitology, marine biology, and tropical (Caribbean) ecology.

Alan H. Goodman, visiting assistant professor of biological anthropology, received his B.S. and his Ph.D. from the University of Massachusetts. He has taught at Cleveland State University and the University of Connecticut, where he currently holds a

National Institute of Health Postdoctoral Fellowship. He has worked as a visiting research scientist with the World Health Organization's Psychosocial Research Center in Stockholm. His research and teaching interests include a variety of aspects of human adaptation and variations. He is particularly interested in the evolution and ecology of disease and diet-related problems and the impact of civilization on health and human biology.

Everett M. Hafner is adjunct professor of physics. After completing his doctorate in physics at the University of Rochester, Hafner worked in nuclear research at Brookhaven and Cambridge (England), and then joined the faculty at Rochester. In 1968 he became the first Dean of Natural Science at Hampshire with the responsibility for planning and carrying out the early programs of the School. While at Hampshire he developed an interest in sound and light. He now spends most of his time in off-campus activities connected with electronic music. As part-time member of the Hampshire faculty, he teaches a course in optics with emphasis the holographic process.

Kay A. Henderson, assistant professor of physiology, did her undergraduate work in animal science at Washington State University. Her M.S. and Ph.D. are from the University of California, Davis. Kay worked as a reproductive physiologist with the Alberta Department of Agriculture, and has done research at Cornell. She is an animal scientist interested in domestic animal reproduction plus women's health issues.

Kenneth R. Hoffman, associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1965-70. In addition to algebraic number theory and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming. Mr. Hoffman will be away all year.

David C. Kelly, associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds a B.A. from Princeton, an M.S. from M.I.T, and his Ph.D. work is in progress at Dartmouth. He has, since 1971, directed the well-respected, Hampshire College Summer Studies in Mathematics for high ability high school students. His interests are analysis, the history of mathematics, recreational mathematics, and seventeen.

Allan S. Krass, professor of physics and science policy was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute. He currently holds a part-time position as staff analyst for the Union of Concerned Scientists in Cambridge, MA. His interests include physics, and science and public policy, particularly dealing with nuclear weapons and nuclear energy.

Nancy Lowry, professor of chemistry, holds a Ph.D. from M.I.T. She has worked as a research associate at M.I.T. and Amherst College and has taught at Smith College and the Cooley Dickinson School of Nursing. She has also coordinated a chemical analysis lab as part of the Mill River project in Northampton. Her interests include stereochemistry and organic molecules, environmental chemistry, science for non-scientists, toxic substances, the bassoon, and nature study. Ms. Lowry will be away for the spring term.

Ralph H. Lutts, adjunct assistant professor of environmental studies, received his B.A. in biology from Trinity University and his Ed.D. from the University of Massachusetts where he studied the theoretical foundations of environmental studies. His interests include natural history, environmental history, environmental ethics, environmental education, museum education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationship with it. He is currently the director of the Blue Hills Interpretive Centers (Trailside Museum/Chickatawbut Hill), in Milton, MA.

Debra L. Martin, assistant professor of biological anthropology, received a B.S. from Cleveland State University and her Ph.D. at the University of Massachusetts in biological anthropology. She has done research on the evolution, growth, development, and nutrition of the human skeletal system. She is presently the curator and principal investigator of a prehistoric Amerindian skeletal population from Black Mesa, Arizona. Recently she has been exploring the health effects of poor nutrition, multiple pregnancies, and long lactation periods on female skeletal systems. Her teaching and research interests include nutritional anthropology, skeletal anatomy, human growth and development, health and disease in prehistory, gerontology, and human origins. Ms. Martin will be away for the fall term.

Lynn Miller, professor of biology, has taught at the American University of Beirut, Adelphi University, and at The Evergreen State College. His Ph.D. is from Stanford in fish genetics. His principal interests are in genetics (human and microbial), general microbiology, and in nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.

John B. Reid, Jr., associate professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at M.I.T., Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his Ph.D. from M.I.T. His professional interests involve the study of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust, and the evolution of the flood-plain of rivers, particularly that of the Connecticut River. He is particularly interested in the geology of the Sierra Nevada, in timber-frame house construction, cabinet-making, and canoes.

Ruth G. Rinard, associate professor of the

history of science and dean of advising, received her B.A., summa cum laude, from Milwaukee-Downer College, and her M.A. and Ph.D. from Cornell, where she concentrated in the history of science. She taught at Kirkland College, where she also held the position of assistant dean of academic affairs. Her interests include nineteenth century biology, science and religion, technology and society, and nineteenth century intellectual history.

Arthur H. Westing, adjunct professor of ecology, received his A.B. from Columbia and his M.F. and Ph.D. degrees from Yale. He has been a forester with the U.S. Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham where he was also the chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently a Senior Research Fellow at the Stockholm International Peace Research Institute and does research primarily on military activities and the human environment in cooperation with the United Nations Environment Programme (UNEP).

Lawrence J. Winship, assistant professor of botany, received his B.S. in biology from Yale University and his Ph.D. at Stanford University. His doctoral work concerned the physiological ecology of nitrogen fixation and Bistrat use by annual lupins growing on the California coast. He was most recently a research associate at the Harvard Forest, where he studied nitrogen fixation by alder trees. He is very interested in all aspects of whole plant physiology and in the mechanisms plants use to adapt to varying and extreme environments. In specific, he plans to focus on the process of symbiotic nitrogen fixation and to apply work in that area in innovative systems for agriculture in New England. He enjoys building his own research equipment and instruments. Other interests include hiking, nordic skiing, field botany, gardening, Bonsai, music and cooking. Mr. Winship will be away for the entire year.

Frederick H. Wirth, visiting assistant professor of physics, holds a B.A. from Queens College of CUNY and a Ph.D. from Stony Brook University of SUNY. His research interests center around low-temperature phenomena, especially the behavior of helium. One of Fred's main goals at Hampshire is to create laboratory programs in the physical sciences and an Appropriate Technology center to help all students, regardless of their course of study, with their increasingly probably collision with technological obstacles. Fred is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline.

Albert S. Woodhull, associate professor of computer studies and biology, received his Ph.D. from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological bases of behavior and on the visual system in humans and animals. He also has a strong interest in electronics which finds an outlet in a homebuilt computer and industrial consulting.





studies and political science, has her B.A., M.A., and Ph.D. from the University of Wisconsin. Her teaching and research interests are Chinese politics; comparative politics of underdeveloped areas; women and development; international relations including American foreign policy, Chinese foreign policy and policy-making processes.

Gloria I. Joseph, professor of Black and women's studies, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts, where she was associate professor of education, she served as co-chairperson of the school's Committee to Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Projects' counseling service, and associate professor in the African Studies and Research Center. She will be on leave during spring term.

Michael Klare, Five College associate professor of peace and world security studies, and director of the Five College program in Peace and World Security Studies (PAWSS), holds a B.A. and M.A. from Columbia University and a Ph.D. from the Union Graduate School. He is also an associate fellow of the Institute for Policy Studies in Washington, D.C., and the defense correspondent of The Nation magazine. He is the author of several books, and his articles on international affairs and defense policy have been widely published. He has worked with the Center of International Studies of Princeton University, and the North American Congress on Latin America, Inc., and has also taught at the University of Paris, Tufts University, and Parsons School of Design.

Joan B. Landes, associate professor of politics and women's studies, holds a B.A. from Cornell University and an M.A. and Ph.D. in political science from New York University. She has taught at Bucknell University. Her areas of interest include: contemporary social and political thought (critical theory, psychoanalysis, and Marxism); feminist theory, contemporary and historical; comparative women's history and politics; and modern political thought (seventeenth century to the present). She will be away for the spring term.

Maureen Mahoney, associate professor of psychology, received her B.A. from the University of California, Santa Cruz, and her Ph.D. from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and society, the psychology of women, and the history of the family. She returns to Hampshire after a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies.

Lester Mazor, professor of law, has a B.A. and LL.B. from Stanford, served as law clerk to the Honorable Warren F. Burger, and has taught at various law schools. His special concerns include the limits of the legal process and the role and status of women in society.

Laurie Nisonoff, associate professor of economics, holds an B.S. from M.I.T., and an M.Phil. from Yale, where she is a doctoral

candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues. She will be away for the spring term.

Donald Poe, assistant professor of psychology, received his B.A. from Duke University, his M.S. from Virginia Polytechnic Institute and State University, and his Ph.D. from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal human aggression, attitude change, environmental psychology, and research design and data analysis.

Robert Rakoff, associate professor of politics, did his undergraduate work at Oberlin College. His M.A. and Ph.D. are from the University of Washington, where he was a lecturer before joining the Political Science Department at the University of Illinois, Chicago. His fields of interest include public policy analysis-evaluation and impact; political theory; American national politics; public administration and organization theory; and politics of housing and mortgage finance policy.

Miriam Slater, professor of history, dean of the School of Social Science, and master of Dakin House until 1974, received a Ph.D. from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of the family, early modern Europe, Puritanism, and history of professionalism.

Stephen Smith, Five College assistant professor of anthropology, holds a certificate of the East Asian Institute at Columbia University and is a Ph.D. candidate there. His fields of specialization include medical anthropology and social organization in Japan. The topic of his dissertation research is alcohol use and abuse in modern Japan.

Robert von der Lippe, associate professor of sociology, received his B.A., M.A., and Ph.D. degrees from Stanford University. He was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University and also taught at Columbia University and Amherst College. His interests include medical sociology and issues of health care organization and delivery both in this country and elsewhere.

Stanley Warner, associate professor of economics, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. He taught previously at Santa Cruz and Bucknell. His research and teaching interests include industrial organization, American economic history, econometric forecasting, and economic theory and development.

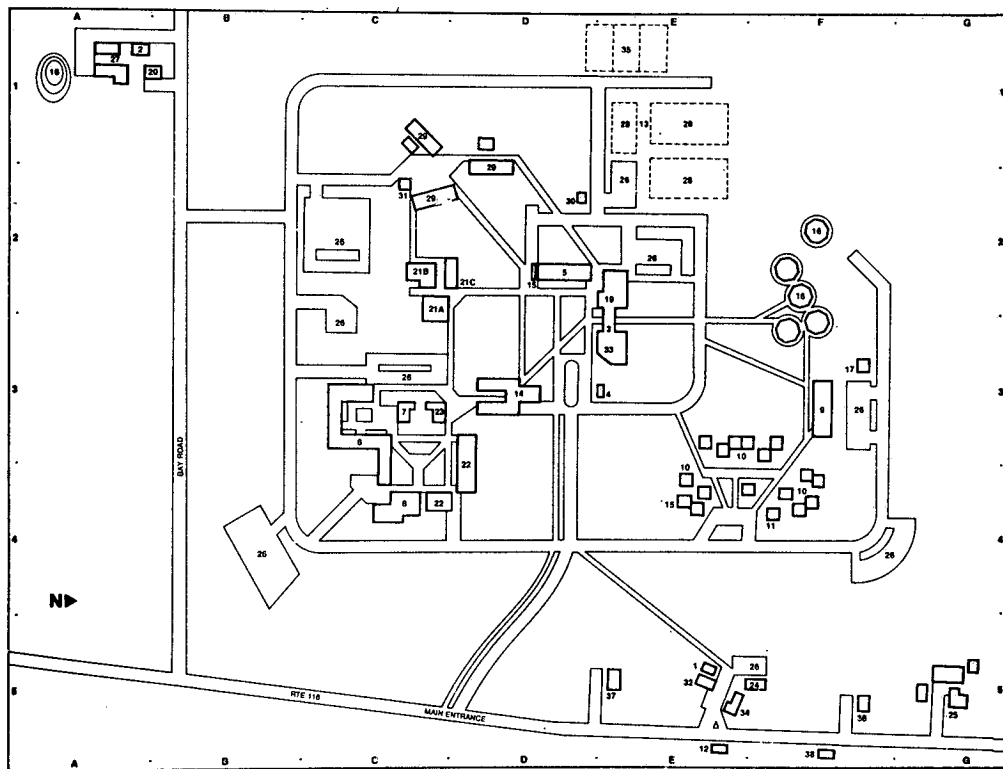
Frederick Weaver, professor of economics and history, has a B.A. from the University of California at Berkeley, and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught

economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment. He also works on issues in higher education and is coordinator of the Hampshire College Education Studies Program.

E. Frances White, MacArthur professor of history and black studies, received her B.A. from Wheaton College and Ph.D. from Boston University. She has taught at Fourah Bay College (Sierra Leone) and Temple University. Her interests include African, Afro-American and women's social history.

Barbara Yngvesson, professor of anthropology, received her B.A. from Barnard and her Ph.D. from the University of California at Berkeley. She has carried out research in Peru and Sweden where she studied problems in the social organization of isolated communities, the political and economic organization of fishing teams, and social control processes. She has also studied lower criminal courts in the United States and is interested in problems of legal reform. Her areas of teaching include cultural and social anthropology (problems of observation and interpretation, kinship and family organization, ritual and symbolism), social theory, and the anthropology and sociology of law.

## Campus Map



### KEY

- |                                     |  |                                 |                                   |                           |
|-------------------------------------|--|---------------------------------|-----------------------------------|---------------------------|
| 1 Blair Hall E5                     | 10 Enfield House F4                    | 20 Kerminski House A1           | 22 Merrill House D4               | 32 Red Barn E5            |
| 2 Boathouse A1                      | 11 Enfield Master's House F5           | 21 Longworth Arts Village C2    | 23 Merrill Master's House C3      | 33 Robert Crown Center E5 |
| 3 Bridge Cafe E3                    | 12 Ezbicki House E5                    | A Film and Photography Building | 24 Montague Hall E5               | 34 Stiles House E5        |
| 4 Bus Stop for Five College '88s D3 | 13 Fitness Trail Entrance E1           | B Music and Dance Building      | 25 New England Farm Center G5     | 35 Tennis Courts E1       |
| 5 Charles W. Cole Science Center D2 | 14 Franklin Patterson Hall D3          | C Studio Arts Building          | 26 Parking B4, C2, C3, E2, F3, F4 | 36 Thorpe House F5        |
| 6 Dakin House C3                    | 15 Greenhouses D2, E4                  |                                 | 27 Physical Plant A1              | 37 Warner House E5        |
| 7 Dakin Master's House C3           | 16 Greenwich House F2                  |                                 | 28 Playing Fields E1              | 38 Wayne Stiles House F5  |
| 8 Dining Commons C4                 | 17 Greenwch Master's House F3          |                                 | 29 Prescott House C1              |                           |
| 9 Emily Dickinson Hall F3           | 18 Hampshire Pond A1                   |                                 | 30 Prescott Master's House D2     |                           |
|                                     | 19 Harold F. Johnson Library Center E2 |                                 | 31 Prescott Tavern C2             |                           |

# Spring 1986 Schedule of Classes

## C&CSC&CSC&CSC&CSC&CSC&CSC Communications & Cognitive Science

Course	Instructor	Enrollment Method	Limit	Time	Place
CCS 113	Autism	Open	None	TTh 130-3	FPH 106
CCS 115	Field Methods in Linguistics	Open	None	MW 130-3	FPH 108
CCS 131	Images of Women	InstrPer	20	TTh 1-3	FPH 107
CCS 142	Visual Literacy/Media Crit	InstrPer	25	WF 1030-1230	FPH 104
CCS 145	Conscious & Unconscious Mind	InstrPer	20	TTh 130-3	FPH 103
CCS 164	Theory of Language II	Open	None	TTh 1030-12	FPH 104
CCS 172	Film/TV-Centre in History	InstrPer	25	W 1-430	FPH 104
CCS 175	Programming in Pascal	Open	30	MWF 9-1030	FPH 105
CCS 199	History of Press in U.S.	Open	None	TTh 9-1030	FPH 108
CCS 204	The 3rd World in U.S. Media	InstrPer	16	WF 2-530	TV Class
*CCS 209	Directing/Acting-Stage/Screen	Open	None	MW 130-3	CSC 126
CCS/HA 223	Idealism and Realism	InstrPer	20	TTh 1030-12	CSC 126
CCS 239	Cognitive Development	Open	None	W 1030-1230 + TBA	CSC 302
CCS 244	Intro to Artificial Intel II	InstrPer	None	TTh 130-3	FPH 102
CCS 269	Developmental Psych Lab	InstrPer	12	TTh 1-230	FPH 105
CCS 270	Workings of the Mind	InstrPer	20	MW 9-1030	FPH A-1
CCS 271	New Information Technology	InstrPer	20	TTh 1030-12	FPH 102
CCS 280	Parent-Infant Communication	Open	None	TTh 130-3	FPH 105
CCS 285	Ethics: Contemp Investigations	Prereq	None	Th 1-3	TV Studio
*CCS 306	Video Production Seminar	InstrPer	10	TTh 9-1030	FPH 103
CCS 325	Truth and Meaning	InstrPer	10	MW 130-3	MOB
*CCS 326	Interactive Computer Graphics	Open	None	W 630-830pm	FPH 104
CCS 327	Digital Sound Synthesis	Open	None	TBA	TBA
CCS 328	Origins of Mass Culture	Open	None		
*CCS 342	Photography: Philo & Crit	Open	None		

## H&AH&AH&AH&AH&AH&AH School of Humanities and Arts

Course	Instructor	Enrollment Method	Limit	Time	Place
HA 103	Collage/Assemblage/Multimedia	InstrPer	None	Th 930-1230	ARB
HA 104	Color	InstrPer	12	W 930-1230	FH A-1
HA 110	Workshop on Women and Writing	InstrPer	16	TTh 1030-12	FH A-1
*HA 113	Modern Dance I	InstrPer	20	TTh 1030-12	MOB Studio
HA 130	Three Russian Writers	Open	None	MW 1030-12	EDH 2
HA 132	The History of the Theatre	InstrPer	15	TTh 1030-12	EDH 4
HA 134a	College Writing: European	InstrPer	15	MW 930-1030	FPH 107
HA 134b	College Writing: Irish Voice	InstrPer	15	TTh 930-1030	FPH 107
HA 141	Writing Workshop	InstrPer	15	MW 130-3	FH B-1
HA 142	Short Story Writing Workshop	InstrPer	16	W 10-1230	EDH 4
HA 153	Dance as an Art Form	InstrPer	15	WF 1030-12	Library
HA 159	The Man-Made Environment	Open	None	WF 2-4	EDH 3
HA 163	Intimacy and Solitude	See descrp	20	TTh 130-3	FPH 104
HA 164	Renewal, Recovery, Rebirth	InstrPer	20	TTh 9-1030	FPH 104
HA 169	Ideas of Order	InstrPer	15	TTh 1030-12	FPH 106
HA 182	Rock & Contemporary Cultures	InstrPer	20	TTh 1030-12	MOB Class
HA 183	Piano Workshop I	InstrPer	10	TTh 1030-12	MOB Recital
HA 199	Playwrighting	InstrPer	12	W 1-4	EDH 4

CODES

ARB Aris Building  
 CSC Cole Science Center  
 EDH Emily Dickinson Hall  
 MDB Music and Dance Building  
 P7B Photography and Film Building

DH Dakin House  
 EH Enfield House  
 GH Greenwich House  
 MH Merrill House  
 PH Prescott House

ELH East Lecture Hall  
 MLH Main Lecture Hall  
 WLH West Lecture Hall  
 TBA To Be Announced or Arranged  
 RCC Robert Crown Center

Course	Instructor	Enrollment Method	Limit	Time	Place
HA 201 Figure Drawing	Barnes	InstPer	18	W 1-4	ARB
HA 202 Beginning of the Book	Rosenblatt	InstPer	15	Th 930-1230	ARB
HA 205 Painting	Rosenblatt	InstPer	16	W 1-6	ARB
HA 209 Making Places	Juster/Pope	Open	None	WF 1030-1230	EDH 3
HA 210 Film/Video Workshop I	Matthews	InstPer	15	T 130-430	PFB
HA 210b Film/Video Workshop I	Fischel	InstPer	15	W 930-1230	PFB
HA 211 Skill Photo Workshop I	Matthews	InstPer	15	M 130-430	PFB
HA 214 Photography-Critical Issues	Liebling	Open	None	W 130-430	PFB
*HA 215 Modern Dance III	Schmitz	InstPer	20	Th 9-1030	MDB Studio
HA/OCS 223 Idealism and Realism	Lyon/Garfield	InstPer	15	MW 130-3	CSC 126
HA 225 The Other Souths	Kennedy	InstPer	15	MW 1030-12	PFH 104
HA 226 20th C. French Literature	Lewis	InstPer	20	Th 9-1030	EDH 1
HA 227 History of the Caribbean	Marquez	Open	None	Th 1030-12	EDH 1
HA 229 The Immense Panorama	C. Hubbs/Weinles	Open	None	MW 130-3	EDH 1
HA 230 World of Fedor Dostoevsky	J. Hubbs	InstPer	16	T 130-3	EDH 2
HA 231 Poetry Writing Workshop	Salkey	InstPer	16	T 130-3	EDH 2
HA 237 Fiction Writing Workshop	Blair	InstPer	16	Th 130-3	EDH 4
HA 239 Directing for Theatre	Lyon	Open	None	Th 1-3	EDH 4
HA 243 American Biography/Mark Twain	Guetti	Open	None	Th 1-230	EDH Studio
HA 248 Writing about Two World Wars	Schwartz	InstPer	12	Th 1-3	TBA
HA 252 Intermediate Composition	Bradt	Open	None	Th 1-3	EDH 1
HA 257 Theology II	Warner	Open	None	Th 730-10pm	MDB Studio
HA 265 Lines and Chords	Marquez	InstPer	15	MW 1030-12	PFH 106
HA 269 Contemp Caribbean Fiction	Marquez	Open	None	Th 130-3	MH
HA/SS 273 Documentary/Ethnographic Film	Ravett/Glick	Open	None	Th 130-3	EDH 2
HA 277 Camus	Meagher	Open	None	W 7-930pm/F 9-12	PFH MLH
HA/SS 278 The Diverse Tradition	Lewis/Benglisdorf	Open	None	Th 1030-12	PH B-1
HA 284 Creative Music	Wiggins	Open	None	W 1-3	PFH EDH
HA 287 Scene Painting	Balmuth	InstPer	15	MW 1-3	MDB Class
*HA 288 American Expatriate Writer	Baldwin	InstPer	10	W 1-4	EDH
HA 297 Dance/Movement Studies	Balmuth	See course description		W 7-10pm	EDH 4
*HA 310 Film/Video Workshop II	Schwartz	InstPer	10	MW 1030-12	EDH 1
HA 311 Photography Workshop II	Ravett	See course description		Alt F 1-3	EDH 1
HA 314 The Concept of Irony	Liebling	InstPer	12	Th 9-1230	MDB Studio
HA 317 Modern Dance Technique V	Guetti	InstPer	12	T 9-12	PFB
HA 320 Creative Music-Advanced	Lowell	Open	None	Th 1030-12	EDH 1
HA 321 Sounds and Spaces	Wiggins	InstPer	20	MW 1030-12	MDB Studio
HA 322 Sense and Spirit	Koblitz	InstPer	10	Th 1-3	MDB Class
HA 323 Scene Study/Chokov/Ibsen/Shaw	Meagher	Open	None	W 930-12	MDB Recital
HA/SS 328 Observer and Observed	D. Smith/Xngvesson	InstPer	None	Th 9-1030	PFH 103
HA 329 Art Tutorial	Blair	Open	Limit	W 1-4	EDH Studio
HA 354 Advanced Voice for the Actor	Baskin	InstPer	12	Th 1030-12	PFH 108
	Cooper	See Description		T 930-12	ARB
	Hampshire College Chorus	Audition	None	MW 4-6	MDB

\* Course does not satisfy Division I requirement

+ See Five College course offerings

NSNSNSNSNSNSNSNSN  
**School of Natural Science**

NS 123 Human Biological Variation  
 NS 135 The Human Skeleton  
 NS/SS 151 The World Food Crisis





# Spring 1986 Schedule of Classes

## OPOPOPOPO Outdoors Program

### Course

- OP 205 Adv Rock Climbing
- OP 218 Outdoor Leadership

**Instructor**  
Germittian  
Warren

**Enrollment Method**  
See course description  
InstrPer

**Limit**  
12

**Time**  
W 1-5/F 1-3

**Place**  
EPH 107

## RARARARARAR Recreational Athletics

### Course

- THE FOLLOWING COURSES MAY BE TAKEN FOR CREDIT AT THE INSTRUCTOR'S DISCRETION
- RA 101 Beginning Shotokan Karate
  - RA 102 Int Shotokan Karate
  - RA 104 Adv Shotokan Karate I
  - RA 106 Intermediate Karate
  - RA 118 Beginning Tai Chi
  - RA 119 Continuing Tai Chi
  - RA 125 Novice Whitewater Kayaking
  - RA 126 Beg Whitewater Kayaking
  - RA 130 Int Whitewater Kayaking

**Instructor**  
Taylor  
Taylor  
Sylvain  
Callagher (fee)  
Callagher (fee)  
Harrison  
Harrison  
Harrison

**Enrollment Method**  
InstrPer  
InstrPer  
InstrPer  
InstrPer  
Open  
Open  
InstrPer  
InstrPer  
InstrPer

**Limit**  
None  
None  
None  
None  
None  
6  
7  
6

**Time**  
MWF 130-330  
MWF 6-8pm  
TThSun 6-8pm  
TTh 1245-215  
W 1230-145  
W 2-315  
T 1-3/T 1230-6  
W 1-230/M 1230-6  
F 1-3/F 1230-6

**Place**  
RCC  
RCC  
RCC  
So Lounge  
So Lounge  
So Lounge  
Pool/River  
Pool/River  
Pool/River

### THE FOLLOWING COURSES ARE NOT OFFERED FOR CREDIT

- RA 122 Openwater Scuba Certification
- RA 128 Kayak Rolling - Open Session
- RA 129 Slalom Gate & Stroke Tech
- RA 141 Fencing
- RA 142 Aerobic Work-Out
- RA 143 Physical Fitness Class
- RA 149 Exercise/Aerobics

**Instructor**  
Stillman  
Harrison  
Harrison  
Weber (fee)  
Callahan  
Ridders (fee)  
Selin (fee)

**Enrollment Method**  
Open  
Open  
Open  
Open  
Open  
Open  
Open

**Limit**  
None  
None  
None  
None  
None  
50me  
None

**Time**  
M 6-9pm  
W 230-4  
Th 230-4  
MTh eves  
MWF 4-5/TTh 4-530  
TF 12-1- TBA  
MW 5-615

**Place**  
RCC  
Pool  
Pool  
RCC  
RCC  
So Lounge  
RCC  
So Lounge

### THE FOLLOWING ACTIVITIES ARE NON-CREDIT AND ENROLLMENT IS LIMITED TO HAMPSHIRE STUDENTS

- RA 152 Ultimate Frisbee
- RA 153 Lacrosse
- RA 154 Recreational Ice Skating
- RA 155 Women's Basketball
- RA 160 Men's Basketball
- RA 163 Inerttube Water-Polo
- RA 165 Softball
- RA 170 Shape-ups

**Instructor**  
Lowson, et al  
McCarthy  
McCarthy  
Adams/O'Connor  
Forbes/Jones  
McCarthy  
McCarthy  
McCarthy

**Enrollment Method**  
Open  
Open  
Open  
Open  
Open  
Open  
Open

**Limit**  
None  
None  
None  
None  
None  
None  
None

**Time**  
MWF 4-6  
MW 4-5  
F 3-4  
TTh 4-530  
MW 4-6  
Th 6-730  
Every pm

**Place**  
Playing Field  
Playing Field  
Amherst Rink  
RCC  
RCC  
Pool  
Pool  
RCC

See course description